

UNITED STATES MARINE CORPS

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THE LEADERSHIP EVALUATION AND
ANALYSIS PROGRAM

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manual
for the
**INTERACTION INVENTORY
ADJUNCT QUESTIONNAIRES**

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specific assessment of motivational issues, and offer more flexibility of application through selection of scales considered most relevant at the user unit level.

The Adjunct Questionnaires were developed and standardized on a representative Marine Corps population. The empirical process produced two distinct multidimensional questionnaires, viz., Control and Influence and Work Environment. Each questionnaire focuses on an interrelated class of conditions that may be addressed independently or collectively.

Several measures of validity and reliability were applied to establish the legitimacy of the instruments, including criterion measures of reenlistment intentions and estimates of drug and alcohol abuse and theft within participating commands.

The LEAP Interaction Inventory Adjunct Questionnaires are presented as diagnostic and prescriptive instruments for use by small unit commanders in planning organizational development intervention. The manual includes instructions for administration of the questionnaires and directions for scoring, recording, and interpreting survey results.

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THE LEADERSHIP EVALUATION AND
ANALYSIS PROGRAM

**manual
for the
INTERACTION INVENTORY
ADJUNCT QUESTIONNAIRES**

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SUMMARY

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This manual is published as an adjunct to NAVMC 2670, The Leadership Evaluation and Analysis Program (LEAP) Manual. The LEAP Manual for the Interaction Inventory Adjunct Questionnaires provides Marine commanders with two motivational survey instruments that compliment the original Interaction Inventory. The Adjunct Questionnaires were standardized on a Marine Corps population and deal with contemporary Marine Corps concerns in the areas of Control and Influence and Work Environment respectively. Several measures of validity and reliability were applied to establish the legitimacy of the instruments, including criterion measures of reenlistment intentions and estimates of drug and alcohol abuse and theft within participating commands.

Instructions for administration of the questionnaires, and for scoring and recording survey results, are given in the manual along with suggestions for applying the information obtained. The Interaction Inventory Adjunct Questionnaires are flexible in that they can be used in conjunction with the original Interaction Inventory or separately as independent assessment techniques.

The LEAP Interaction Inventory is primarily an intelligence-gathering technique at the disposal of the unit commander. Survey results provide valid information about critical issues in a very expeditious and systematic manner. This information functions as a guide that directs the leader's attention to certain unit conditions requiring intervention.

Leaders can employ the results of the questionnaires in any number of ways depending on individual style. Normally, the commander has to take action to improve or reinforce critical conditions within the command. Items in the Interaction Inventory questionnaires can be translated into management objectives by which leaders can systematically monitor the effects of their decisions and evaluate solutions.

Application of the LEAP represents a small investment of the commander's time but the outcome can have a significant impact on unit performance. Industrial organizations utilize such organizational development processes to increase production and profits. The profit sought by the Marine Corps is increased combat effectiveness.

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INTRODUCTION

This manual represents an adjunct to NAVMC 2670, the Leadership Evaluation and Analysis Program (LEAP), Manual for the Leadership Analysis Form and LEAP Interaction Inventory. The LEAP Interaction Inventory Adjunct Questionnaire Manual provides LEAP users with a set of self-applied command motivational measuring instruments to be utilized separately or in conjunction with the original Interaction Inventory contained in NAVMC 2670.

This manual will outline the purpose of the Interaction Inventory, define the scales developed for the adjunct questionnaires, describe the procedures used for validating the instrument, and provide instructions for administering and scoring the questionnaires.

Users are directed to NAVMC 2670 for further information concerning the LEAP rationale, the original Interaction Inventory, examples of application, suggestions for interpretation, and evaluation procedures.

LEAP Summary

The Leadership Evaluation and Analysis Program (LEAP) is designed to provide small unit commanders with the techniques and procedure by which they can assess leadership concerns, determine the level of unit combat readiness, and evaluate the effectiveness of the decision-making process. Decision-making feedback, through periodic application of the LEAP, aids the leader in developing the flexibility necessary to control and influence various groups under a variety of situations and mission requirements. The expertise and confidence acquired from this process during the preparation stage of military activity enable the leader to function more effectively during a time of crisis.

The LEAP is founded on the principles of organizational/management theory and behavioral science methodology. However, unlike other programs of this type, the LEAP offers a decentralized, self-development strategy. The program is designed for use solely at the company, battery, and squadron level. Command control and confidentiality are maintained, since the entire program is self-applied, and there is no need for professional assistance to conduct the program or to interpret

the results. Moreover, program application is voluntary, thereby eliminating report requirements and other administrative burdens.

The LEAP procedure involves the measurement of leadership based on operationally defined performance criteria and assessment of command motivation. Two principal techniques are used:

- The Leadership Analysis Form (LAF). A recording process that generates a quantitative measure of standard leadership performance. The LAF is also adaptable to command-specific performance requirements.
- The Interaction Inventory. Personnel survey instruments that yield command motivational profiles in terms of a number of unit issues and conditions.

The Interaction Inventory was empirically developed and standardized on a Marine Corps population, and several measures of reliability and validity were established. These included predictive correlations between motivational scale scores and such performance criteria as unit absentee rates and career-retention figures.

As an intelligence-gathering method, the data produced by Interaction Inventory questionnaires identify the motivational causes for performance conditions. This information is translated into leadership/management objectives and used to establish command priorities. The commander takes action to change specific conditions that have a direct bearing on unit performance. The effectiveness of corrective actions taken is then evaluated through subsequent change in the performance indicators as recorded on the LAF and as reflected on the unit motivational profile.

Further, by using the performance and motivational techniques in conjunction, through a systematic inductive-deductive process, the leader learns to predict an event and intervene to prevent a potentially negative outcome as well as to reinforce those conditions that promote positive performance. Several levels of program application are available to the unit commander.

The LEAP is presented in a programmed manual for individual command use that features a sequential, step-by-step procedure for the application of the techniques and explicit guidelines for the scoring, recording, and interpretation of

results. Since the LEAP is designed for diagnostic computer systems support, and no formal recording is required, the program makes minimal demands on the commander's time.

In essence, the LEAP is a practical method for dealing with realistic unit concerns and for generating concrete solutions for the benefit of all Marines. The goal of the LEAP is to enhance the decision-making process and aid unit commanders in understanding, predicting, and controlling events that influence unit conditions in an effort to maintain an optimal combat-readiness status. The entire exercise is directed toward accomplishing the unit mission in conformance with Marine Corps policy.

Rationale for the LEAP Interaction Inventory

While the performance of a group is the principal concern of a leader, behavior is the action result, the end product of a group of individuals who are independently or collectively motivated toward an action. Before any action is initiated, it exists as an idea (cognition) in the mind of an individual, or in the collective mind of a group. This pre-action idea may be conceptualized as the motivational component of an action. If it were possible to comprehend the motive which precedes an action, it would also be possible to predict the action and, in the case of a potentially negative action, intervene to prevent its manifestation. Conversely, if a potentially positive action can be predicted, a leader could conceivably sustain or reinforce the motive. Through understanding the motivational character of a unit, a leader can determine the particular and complex reasons behind unit performance. With this knowledge, a commander can control and influence the unit toward a desired goal and thereby manage events rather than allowing events to control the command. The emphasis placed on one of the most important leadership principles, "Know Your Personnel," is thus justified.

The LEAP Interaction Inventory is a questionnaire technique that is designed for the systematic assessment of command motivation. Command motivation is operationally defined as a series of empirically validated perceptions which represent the primary concerns of Marine Corps personnel with regard to the operations of the unit and the principles of leadership. What this means is that representative samples of Marines determined which issues and conditions were most critical in motivating their behavior. The Marine Corps represents a unique organization with unique concerns, and

those conditions that motivate Marines may be different from those of any other organization. The validity of such an approach is determined by correlating questionnaire responses with actual Marine Corps performance. Evidence of motivational questionnaire validity is presented in this manual in Appendix H and on an ongoing basis in LEAP Volume II, the Development and Validation of the LEAP Interaction Inventory and Validation Update reports (Affourtit, 1978a, 1978e, 1979b).

Rationale for the LEAP Interaction Inventory Adjunct Questionnaires

The LEAP Interaction Inventory Adjunct Questionnaires represent an enhancement of the original Interaction Inventory. The initial questionnaire focuses on several very fundamental issues of concern to Marines in the areas of Command Preparedness (Efficiency and Cohesion) and Command Equality (Minority and Majority Discrimination, Justice, and Intergroup Climate). In addition, several optional scales are included for command use: Program Evaluation, Woman Marine, and General Attitude.

The number of items measuring each factor in the initial Interaction Inventory was kept to a minimum in an effort to cover a broad spectrum of conditions and issues and, at the same time, avoid response error caused by fatigue. Recommendations and comments from commanders and respondents, however, revealed a shifting emphasis of issues for many commands, a need for assessment of more specific issues, and a requirement for more flexibility of scale application. For example, while the issues of discrimination continue to be relevant and critical for some commands throughout the Marine Corps, the condition is no longer as pervasive as it once was. And, the issues of discipline, recognition, and work quality within a command, racial or ethnic considerations notwithstanding, have become more prominent concerns for Marines.

Therefore, the adjunct questionnaires were developed to improve the capability of the LEAP motivational assessment technique and to satisfy the requirements of the user for a more expanded survey instrument. The questionnaires contained in this manual are designed to accomplish the following objectives:

- Broaden the domain of the initial Interaction Inventory to cover changes in emphasis and current issues of concern.

- Build on the general categories of the previous measure and provide for more specific assessment of command motivational issues.
- Provide more flexibility of application through selection of scales considered most relevant at the user unit level.

The individual LEAP Interaction Inventory Adjunct Questionnaires can be administered collectively or independently, in conjunction with or without the benefit of the original LEAP Interaction Inventory.

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DEVELOPMENT AND VALIDITY OF THE ADJUNCT QUESTIONNAIRE SCALES

The development and maintenance of a motivational measuring technique is a complex process that requires adherence to a rigid procedure to assure that the final product is a relevant and valid reflection of critical Marine Corps concerns. Guidelines and standards for the development and validation of assessment instruments have been established by the American Psychological Association (1974) in an effort to determine the credibility of any questionnaire survey method.

The first step in development is to assure that item statements are presented in the style and language of the target population for which assessment is desired. Statements must also have explicit meaning and be clearly understood by the full range of backgrounds in the target population. Since the statements in the Interaction Inventory Adjunct Questionnaires were gleaned directly from verbatim comments and recommendations recorded by Marines on the original questionnaire, the syntactics and semantics were retained in the construction of item statements. This aspect was further tested on a sample of Marines with varied backgrounds using the Thurstone model of development to eliminate ambiguous items (Thurstone & Chave, 1929). The purpose of this approach was to assure that the highly educated officer understands an item statement in the same manner as an enlisted member with much less formal schooling.

The conclusions drawn from the results of a command assessment must logically define the concept being measured (McNemar, 1946). Such content validity, in this case, Marine Corps leadership, management, and environmental conditions, again are established directly by the Marine population for which the survey technique was designed through normal standardization procedures. The use of a survey instrument standardized on an industrial or university sample, or based on a theoretical postulate alone, may not be appropriate or valid for Marine Corps units.

The construct validity of the motivational scales was established by a factor analytic procedure that determines whether the variables composing each scale represent an authentic measure of the scale under study for the target population (Mulaik, 1972). This procedure identifies a unitary characteristic and ensures that an item statement is properly classified into a general construct. Construct validity also guarantees the unidimensionality of a scale or series of scales and allows

for measurement of entire factors in terms of scale scores. In addition, the item total correlation procedure was used to ensure that each item was statistically representative of its respective scale (Guilford & Fruchter, 1973). Without adequate construct validity, meaningful scores cannot be produced.

The reliability or internal consistency of items measuring the same concept was determined by computing the average interitem correlation (coefficient alpha) of all statements constituting each scale (Cronbach, 1951). Item selection based on acceptable factor loadings on identical factors for both East and West Coast Marine samples provided a further reliability estimate.

The most important measure of a motivational assessment technique is criterion validity. Criterion validity answers the question: Can the scores on the questionnaire discriminate between groups with known behavioral characteristics and/or predict actual performance relative to the conditions being measured? If the motivational item or scale score correlates with the expected behavior that the concept purports to measure, then the true value of the construct can be established (Crano & Brewer, 1973). For the original LEAP Interaction Inventory, actual first-term reenlistment rates and unauthorized absenteeism were used to establish predictive criterion validity (Affourtit, 1977d). The criterion validity for the adjunct questionnaires includes total reenlistment intentions and incidents of misconduct, such as drug and alcohol abuse and theft within a unit.

Finally, the items selected for the final scales must cover the full range of response categories. This item structure, produced by combining Thurstone and Likert scale development (Edwards & Kilpatrick, 1948; Eysenck & Crown, 1949), ensures that the degree and tonality of issues are adequately represented and overcomes problems of response set, defensive inhibition, acquiescence of response, and other structural errors. Individual item response rate and questionnaire rejection rate may be used to estimate such design efficiency.

Ideally, a motivational assessment technique will provide a balanced measure of a series of unidimensional constructs that distinguishes between various categories of the construct and represents a logical measure of the domain from which conclusions will be drawn. The scale should be meaningful and relevant to the population for which the instrument is designed, and the results should represent a reliable estimate of some intended performance or other criteria.

It is essential for those intending to administer a questionnaire or to apply the results of a motivational survey to

know the degree to which the technique meets the criteria established by the science for credibility. Professional standards require that evidence of scale reliability and validity, based on empirical procedures, is included as an essential part of a manual for application to inform users of the value of the instrument and potential accuracy of the results. Unless the established criteria are substantially demonstrated for a survey technique, there can be no guarantee that the results of a survey using the instrument represent an accurate assessment of the topic being studied or that conclusions drawn are better than random speculation. Statistical evidence of validity for the Interaction Inventory Adjunct Questionnaires in accordance with the requirements outlined above are reported in Appendix H.

The development and validation process produced a series of factors or scales, each of which represents a unidimensional cluster of conditions and issues that fall within the domain of Marine Corps leadership and environmental conditions. Several of these factors are interrelated statistically as well as logically, forming a series of scales that are appropriately matched for inclusion within a multidimensional survey instrument. Two distinct multidimensional questionnaires emerged from the empirical procedure. Each questionnaire focuses on an interrelated class of conditions that may be addressed independently or collectively. The adjunct questionnaires and the scales that comprise each are described in the next section.

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**LEAP INTERACTION INVENTORY ADJUNCT NO. 1
CONTROL AND INFLUENCE**

This questionnaire deals with a number of motivational conditions and issues that most directly come under the control and influence of those in positions of leadership within a command. The individual scales that comprise the questionnaire provide independent measures of perceived leadership proficiency, supporting activities, communication flow, conditions of organization and planning, and the reinforcing mechanisms of recognition and discipline. The independent scales that make up Adjunct No. 1 are described below.

Senior Proficiency

The Senior Proficiency scale encompasses those conditions by which junior members judge competence among senior members and derive confidence for performing their mission. The issues involve setting an example for subordinates, control over unit members, job knowledge or technical ability, leadership and decision-making capability, degree of confusion displayed, confidence in command, respect for Staff NCO's, and judgment of NCO leadership aptitude. Differences in perception between senior and subordinate Marines over these issues are particularly important since measures of disparity will reveal either a common recognition of the condition by all ranks or polarization between senior and subordinate Marines in the command.

Senior Support

The Senior Support scale deals primarily with the quality and degree of interest and guidance provided by senior Marines. The items measure individual respect afforded junior members, maturity of relationship between ranks, active interest in and participation with subordinates, work guidance, overall concern and fairness, and group development and motivation.

These issues are strongly associated with reenlistment intentions and incidents of misconduct. Again, the overall scale score and the degree of disparity (perceptual difference between rank groups) are both important estimates of senior support effectiveness and the degree of common recognition of the situation.

Communication Flow

Items in the Communication Flow scale cover the quality as well as the quantity of information dissemination throughout the chain of command. Specific items address facility for communication between members, comprehensiveness, adequacy, and accuracy of information disseminated, overall quality of communication, level of confusion imparted, and the degree of changes in orders experienced by unit members.

Communication flow has been found to be a universally significant factor in organizational development. Proper communication flow has had a high impact on improving group effectiveness in both industrial and military settings (Campbell, 1977; Likert, 1967; Litwin & Stringer, 1968).

Organization and Planning

The Organization and Planning scale focuses on those conditions within the command that improve unit efficiency and directly support mission accomplishment. A variety of issues are covered that provide those in positions of responsibility with a measure of how structured and efficient the unit is perceived to be by members. Individual items deal with the quality of overall organization and planning, the ability to anticipate assignments and activities, setting of unit goals, clarity of objectives, quality of general working conditions, and perceptions of command effectiveness.

Recognition

The Recognition scale deals directly with individual rewards and advancement potential afforded unit members. Included in this scale are conditions that produce intrinsic motivation for accomplishing unit goals, such as acknowledgment of good performance, expressions of work satisfaction, opportunity for advancement, the performance-promotion relationship in the command, and fairness of the promotion system.

Recognition in the form of verbal acknowledgement or advancement in rank and status is particularly important for contemporary Marines. The promotion issue among Marines is a source of considerable concern and misjudgment. Leaders who have a firm understanding of these conditions are able to

diffuse potentially negative situations and promote a greater degree of overall performance within the unit.

Discipline

While the original LEAP Interaction Inventory contains a very salient Justice factor, a substantial number of Marines recommended an extension of this issue to cover several additional details. The items covered under the Discipline scale include the degree to which Marine Corps standards of discipline are maintained, clear expectations and understanding of punishment by unit members, perceived equality of justice, and judgments concerning the level of discipline required in the unit.

The Justice and Discipline factors are a considerable source of power for leaders in reinforcing, controlling, and influencing unit members. However, the manner in which these controls are dispensed, as perceived by unit members, has shown a very strong relationship to command performance (Affourtit, 1977d, 1979d).

Experimental Perceptions

Two experimental items involving promotion criteria were included in the questionnaire for research purposes and to provide additional information to the unit commander. These items concern the emphasis placed on various standards used for promoting unit members. While USMC guidelines provide for promotion based on both leadership and technical ability, many of the Marines previously surveyed saw an imbalance which represented an arbitrary point of view that was related to the unit mission. For this reason these items are neither included in a scale score nor computed as part of the overall motivational score. They are included for further study and command information.

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**LEAP INTERACTION INVENTORY ADJUNCT NO. 2
WORK ENVIRONMENT**

Questionnaire Adjunct No. 2 focuses primarily on conditions of the work environment that include the overall quality of the task, the functional or training readiness of the command, solidarity and work relationship between unit members, and opportunity for individual development. Additional experimental issues are included that deal with perceptions of misconduct and degree of satisfaction experienced over a variety of conditions that affect unit performance. The independent scales and subscales of Adjunct No. 2 are described below.

Job Quality

The Job Quality scale is comprised of two separate subscales, Task Satisfaction and Task Significance. Each subscale covers a number of conditions that make the assignment gratifying, interesting, and personally challenging to unit members as well as valuable to the mission. The quality of the job in this case does not imply satisfaction derived from lowered work standards and expectations. On the contrary, the object of the satisfaction and significance is a position that provides responsibility, self-esteem, professional competence, achievement, and influence over events. Moreover, all of the items selected for the Job Quality scales are directly related to the reenlistment criteria used to validate the adjunct questionnaires.

Task Satisfaction

Scores on this subscale reflect general satisfaction of work involvement, pride in unit association, individual and group interest in assignment, opportunity to learn new aspects of the task, fulfillment of work expectations, and effect of the assignment on career intention.

Task Significance

This subscale measures perceived job importance, opportunity to display competence in assignment, inherent responsibility of the position, job status in terms of effect on

others in the unit, ability to make important decisions and judgments, and encouragement received to function independently.

Functional Readiness

The scale construction procedure produced two independent factors dealing with training readiness. Therefore, Functional Readiness is defined in terms of two separate subscales, Command Training Readiness and Individual Training Readiness. The former scale measures the collective perception of the group concerning the training readiness of the entire command, while the latter measures the collective perceptions of the individual toward his/her own competence. Many Marines saw a difference between their own level of functional ability and the unit's state of training readiness, with the latter consistently judged lower than the former.

The importance of this factor lies in the degree of difference between the two subscale scores, which may reveal either a standard ego bias by individuals or highlight an organizational deficiency in combining the individual talents of the command to effect a comparable level of command functional readiness. In this respect, this scale may be particularly important for diagnosing organizational development and management conditions, as well as assessing training strengths and weaknesses within the command.¹

Command Training Readiness

This subscale measures unit perceptions of the command's capability to accomplish its mission, job knowledge among unit members, overall unit functional preparedness, and the quality and quantity of training for the entire command.

Individual Training Readiness

This subscale deals primarily with comprehension of and competence in individual job assignment, and capability to function in assigned MOS.

¹Concerning member judgments of command readiness, a recent U.S. Army study revealed that troop perceptions of command readiness were more accurate than were senior officers' judgments in predicting a number of unit performance outcomes (O'Mara, 1979).

Command Solidarity

The Command Solidarity scale is a derivative of the Command Cohesion scale contained in the original LEAP Interaction Inventory. The Command Cohesion scale has a very strong relationship with unit absenteeism and was the source of considerable comment by Marines who decided to qualify their item responses with written statements. Therefore, this area was expanded to provide more information to commanders and to further explore a major concern of high impact.

Over half of the Command Solidarity items are associated with reenlistment intentions and almost all of the issues measured have a significant relationship to drug and alcohol abuse and theft within the command. It may be hypothesized, therefore, that lack of strong interpersonal relationships within a command leads to dependence on artificial forms of strength and stability.

Command Solidarity items focus mainly on the working relationship between Marines, the degree of isolation and self-orientation of members, level of teamwork experienced, equality of assignments, distance between troops and Staff NCO's, judged quality of unit members, and trust placed in members by unit leaders.

Individual Development

The Individual Development scale is primarily concerned with opportunity for self-improvement within the confines of the command. Specific items cover skill development, applicability of command experience to civilian life, opportunity for educational advancement, assistance with personal problems and career planning, and the overall personal benefits of the assignment. Scores on every item of this scale correlate significantly with positive reenlistment intentions.

Experimental Perceptions

Three item statements and 16 general concepts are included in the questionnaire as Experimental Perceptions. These issues do not represent a unitary construct nor do they comprise an interrelated scale; therefore, no primary scale score is calculated and item scores are not included in the computation of the command motivational score.

The experimental item statements are incorporated in the main body of the questionnaire and are recorded in the Experimental Perception section of the Motivational Analysis Form (see page 34). These items deal with drug and alcohol abuse and theft within the command. As perceptions, unit judgments of these conditions are arbitrary, however; such perceptions drive behavior and are significantly associated with other motivational conditions within the command.

The general concepts, presented in a separate section at the end of the questionnaire, list a series of conditions to which a level of satisfaction is indicated by the respondent. These areas of concern cover a variety of issues that provide additional insight to the commander. Commanders can use this information to reinforce conclusions drawn from results of other factors in the survey or to judge the impact of certain conditions outside command responsibility, such as geographic location, family separation, and housing.

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ADMINISTRATION OF THE LEAP INTERACTION INVENTORY

The procedure for administration of the LEAP Interaction Inventory involves only a few rudimentary rules since the Inventory is essentially self-administered. Instructions for completing the questionnaire are provided as part of the Inventory. However, an Inventory Administrator is necessary to answer questions, emphasize important points, and explain any change in directions. The instructions given with the Inventory are standardized to ensure that all respondents receive the same basic information in the same manner.

Administrative Integrity

The Inventory Administrator has full control of the climate of the survey situation. A proficient administrator is an effective leader. The administrator's mission is to ensure that the group responds in an accurate, valid, and responsible manner according to their own judgment. Most important, the Inventory Administrator should be cautious not to influence the group to respond in any particular way. The LEAP Interaction Inventory is a perceptual survey and therefore should reflect the respondent's actual impression about any issue or condition presented. As outlined in the INSTRUCTIONS section of the Inventory, there are no "right" or "wrong" answers. The only correct response is the expression of how the Marine actually perceives conditions. Any attempt on the part of the Inventory Administrator to imply that certain responses are "correct" or "best" invalidates the results.

Administrative behavior which is recognized or perceived by the survey group as an attempt to influence their responses will usually cause a reaction producing the reverse effect. Since the LEAP Interaction Inventory involves unit perception of many leadership issues, attempts to guide respondents toward particular answers may be construed as an example of limited integrity and evidence of poor leadership.

The results of the LEAP Interaction Inventory are used solely for command information and to assist the commander in making judgments and decisions regarding the readiness and effectiveness of the unit. Therefore, it is unlikely that commanders would desire a false profile of their own command.

For best results, the Inventory Administrator should have a complete understanding of the INSTRUCTIONS and should maintain a serious, competent, and responsible manner at all times. An Administrator who is careless or apathetic may also produce or reinforce negative impressions which will be reflected in the results.

The quality and authenticity of survey results are a reflection of leadership ability and evidence of how well the duty was performed. The Inventory Administrator should be a respected member of the unit and representative of the quality of leadership the command wishes to exemplify.

Administrative Instructions

It is important to immediately explain to the survey group that the LEAP Interaction Inventory is not a test. The term "test" implies mental assessment of intellectual knowledge, ability, or aptitude. In order to avoid a set reaction toward a test situation, the group should be informed, prior to muster at the survey site, that they will be administered a survey of perceptions only. The Inventory Administrator should never use the term "test" when referring to the LEAP Interaction Inventory.

Freedom of Information

Once the group is assembled, state the purpose of the survey and inform the group that their participation is voluntary. According to law, no one is required to respond to questionnaire statements or items referring to background information if they desire not to do so.

If a respondent refuses to reply to the Inventory, simply agree that it is his/her prerogative, and ask the reason for refusal, stating that such information will be useful for future survey efforts. Above all, do not show contempt or impatience toward any member who decides not to complete the Inventory.

It is also acceptable for members to respond to the perceptual/attitudinal statements without completing the DEMOGRAPHIC DATA section of the Inventory. If a Marine indicates concern over responding to the DEMOGRAPHIC DATA section, explain that demographic information is used solely for the purpose of group analysis and not to identify any individual.

Further, explain that it is the respondent's decision whether to answer any or all of the demographic items.

Informing the group of their voluntary participation and right of refusal immediately upon assembly serves to allay initial anxiety or concern about the Inventory, increase acceptance, and add to the credibility of the survey.

Administrative Options

The LEAP Interaction Inventory offers several administrative options which can be exercised at the discretion of the unit commander. The commander may wish to analyze the data as a whole, without any specific group breakdown, and therefore desire no demographic information. Similarly, the commander may decide to orient the analysis toward only one or a few categories of demography. In this case the Inventory Administrator will indicate which demographic items are desired. This judgment is made by the commander according to the nature of the command, in relation to unit priorities and processing equipment available.

The administrative option applies to all other parts of the LEAP Interaction Inventory. However, while entire parts may be excluded, item statements within each part may not be altered or excluded. The perceptual items were standardized on the basis of statistical analyses of empirical data, and change in content or form of any item would render scale values meaningless.

Although items in the DEMOGRAPHIC DATA section and other entire parts of the Inventory may be excluded from the survey, it should be impressed upon the group that all the items in the parts selected for administration must be responded to. Unanswered items complicate the manual scoring procedure and increase the possibility of scoring error.

INSTRUCTIONS Section

The INSTRUCTIONS section of the Inventory is explicit. A clear understanding of survey directions is the best assurance of a successful survey. Therefore, Inventory instructions are given in considerable detail. The Inventory Administrator should read the INSTRUCTIONS aloud, reading through each part carefully, pausing after each point, and asking if directions are understood after each paragraph. The INSTRUCTIONS cover all of the demographic information.

The respondents must have a clear understanding of the DEFINITIONS used in the Inventory. Make sure the survey group knows the meaning of Command in their case.

Voluntary Comments

During the preliminary development of the questionnaire, the main complaint lodged against the Inventory was that response categories were general and too constricting. This is the standard drawback with all questionnaire inventories when a large range of issues must be covered with as few items as possible in a brief period of time. Each Inventory item may evoke a number of experiences which a respondent may wish to clarify or express further. Therefore, respondents should be encouraged to elaborate or qualify their response to any item. The reverse side of the Answer Form is designed for such additional comments. A blank sheet of paper may also be supplied along with Answer Forms.

Candid verbatim comments by respondents provide excellent information to the commander. Comments that are inspired by Inventory items usually reveal very specific areas of primary concern. Comments can also take the form of recommendations offering viable solutions to perceived problem areas. Verbatim comments can be coded and categorized to facilitate review if desired.

Nonreaders

If the INSTRUCTIONS are carefully followed, respondents will have no difficulty completing the Inventory. The LEAP Interaction Inventory was pretested on a representative sample of Marines with various educational backgrounds. Very few Marines had any difficulty reading or comprehending the Inventory (less than 3% in one major survey and less than 1% in another). Since every individual in a command should have an opportunity to be represented in the survey, special arrangements should be made for anyone who cannot read or who has difficulty understanding the instructions or items. Nonreaders should be administered the Inventory verbally, either by an administrative assistant in an adjoining room or immediately after other members have completed the questionnaire. Never disrupt the concentration of the main survey group or embarrass nonreaders by reading item statements aloud during the main survey. In the event of a large nonreader group, Inventory items can be put on slides or overlays and verbally administered without difficulty.

Manual/Keypunch Answer Forms

There is presently one standard Answer Form for each Inventory that is used for both manual scoring and for Automatic Data Processing of survey results. The Manual/Keypunch Answer Forms are divided into appropriate parts. Each part refers to a corresponding part on the questionnaire.

The section marked For Official Use Only is used to identify matched Answer Forms for direct elapsed time study, when comparison groups are matched exactly. For this type survey, respondent anonymity is assured by randomly assigning each Marine a number code which is recorded in the For Official Use Only section. The number is retained by the Marine for recording on the Answer Form when administering the questionnaire a second time at a later date.

If analysis of any category other than the ten demographic items is requested by the commanding officer (i.e., MOS, duty section), be sure to have respondents record the additional information on the Answer Form. Forms can be sorted into required categories after the survey is completed and processed separately to obtain the desired breakdown.

Completed Answer Forms are either scored manually or submitted to the appropriate Automated Services Center (ASC) along with the ASC LEAP Request Form for data analysis.

Fundamental Survey Rules

Below are several general rules which, if followed, guarantee a successful survey. The Inventory Administrator should keep these points in mind while conducting the survey.

- An Answer Form is designed for each questionnaire. Be sure to use the Answer Form that corresponds to the questionnaire, otherwise results will be useless.
- Always maintain a serious but relaxed manner. Promote a responsible atmosphere. Do not be rigid; expect anything to happen during a survey.
- Do not mention a time limit or indicate in any manner that questionnaires should be completed by a certain time.

- Make sure necessary materials are available (pencils, comment forms, sharpener, erasers, etc.), the survey area is well lighted, comfortable writing areas are provided, and respondents are permitted to leave as desired.
- Treat all questions as if they are important. Do not ridicule anyone for asking any question.
- Do not harass or belittle poor or nonreaders. Simply ask them to wait or return for a verbally administered survey.
- Read all instructions and answer all questions loud and clear, pausing appropriately to determine whether all respondents understand what to do.
- Remain alert throughout the survey. Do not read extraneous material or conduct other business during the survey. Monitor the survey and occasionally inquire how everyone is doing and if anyone requires assistance.
- Keep a record of all unusual occurrences, such as a fire or other emergency during the survey, a member of the unit or another unit disrupting the survey group, or evidence of any unit members' attempting to influence others to select certain responses.
- Never look over a respondent's shoulder or look directly at anyone's Answer Form while they are responding, or inspect Forms for specific responses after they return them. By law, an individual's response to a survey is considered confidential unless otherwise stated by the respondent.
- Ask respondents to recheck their Answer Forms for errors, items missed, and erasures not completed.
- Remain in the survey area until all Inventory booklets and Answer Forms are turned in.

Best Available Copy

Best Available Copy

SCORING AND RECORDING OF LEAP INTERACTION INVENTORY SURVEY RESULTS

The LEAP Interaction Inventory was developed for individual command use at the reporting unit level. Therefore, several scoring options are available to accommodate local conditions. The scoring procedure selected depends upon the availability of equipment and software for data processing and the level of analysis desired by the commander. Automatic Data Processing (ADP) of survey results is the most efficient scoring procedure, especially when detailed analysis is desired. However, the Answer Forms can also be scored manually by a unit clerk. The manual scoring procedure is used if ADP support is not available. Each scoring procedure is described in this section along with the format for recording and interpreting results.

The Motivational Analysis Form

In an effort to make survey data easy to analyze, the Motivational Analysis Form (MAF) was developed. The MAF is designed to facilitate manual scoring and recording of Interaction Inventory results, and to provide a quick, lucid reference for interpretation of command data when either manual scoring or ADP is used.

The MAF is divided into four main parts. Pages 27 through 38 provide examples of a completed MAF for each Interaction Inventory Adjunct Questionnaire.

Part I. Scale Profile

The scoring process produces Percentile Scale Scores for the perceptual scales which yield a summary profile of unit motivation. Each scale score is presented in graph form for a quick, visual inspection of results. The Motivational Leadership Quotient (LQM) is a combination score or aggregate of the scale scores for each Inventory.

The scores recorded on the MAF Part I represent the responses by unit personnel to the questionnaire items converted to single score values. The percentile scores range from 0 to 100 representing an absolute standard. The scores reflect the degree to which unit personnel perceive existing

conditions in a generally positive or negative manner. Scores above the 50th percentile reveal a relatively positive unit orientation, while scores below the 50th percentile indicate a more negative disposition. A scale score of 100 is optimal.

No scale scores are computed for the Experimental Perception items, since the statistical relationship and value of these items have not been established. Responses and individual item scores, however, are listed in Part II of the MAF.

Also recorded on Part I is information about the command, such as the command strength and survey periods. Effective Strength (E/S) and On Hand (O/H) figures are used as a reference when interpreting results and resurveys. The Turnover Ratio is computed by adding the number of incoming and the number of outgoing personnel for a recording period, dividing by 2, and then dividing the product by the average O/H figure for the period of recording (see LEAP Manual, NAVMC 2670, p. 24 for a more detailed explanation). This figure may also be used when interpreting survey results.

Part II. Item Summary

While the Scale Profile yields a general picture of where the unit stands in terms of general motivational categories, the Item Summary allows the commander to identify specific areas of concern within each dimension measured. The Item Summary gives the group response to each individual item in each scale or subscale in terms of Percent Response and Individual Item Score.

In Part II, the four levels of response choice offered in the questionnaire (Strongly Agree, Agree, Disagree, and Strongly Disagree) are combined into two categories, Agree and Disagree for ease of interpretation. For the same reason, the neutral response category (Neither Agree nor Disagree) is not included in Part II.

The Item Score for each item is derived in the same manner as the Scale Profile Scores on Part I of the MAF. Regardless of the negative or positive orientation (wording) of an item (indicated by a + or a - symbol), Item Scores signify a point along an absolute continuum from 0 to 100, 100 reflecting the best possible condition and 0 indicating the worst condition.

The Item Summary section is used to identify the strong and weak points of a command by noting the conditions and issues that correspond to the high and low item scores.

Part III. Relative Frequency

The Percent Response for every possible reply for each item is recorded in Part III of the MAF (SA = Strongly Agree; A = Agree; N = Neither Agree nor Disagree; D = Disagree; SD = Strongly Disagree). The items in this section are separated by categories corresponding to the scales in Part II and Part I.

Questionnaire items are identified by number. The negatively and positively worded statements are preceded by minus (-) and plus (+) symbols respectively. Agreement to a positively worded item reflects a positive reply, while agreement to a negatively worded statement represents a negative reply.

Part IV. Absolute Frequency

Part IV is the same as Part III, except the actual number of personnel (as opposed to the percent) responding to each response category is recorded for each item in the questionnaire.

Reviewing the MAF

The unit commander can review any or all parts of the MAF depending on individual preference. Generally, commanders will be primarily concerned with Part I and Part II for a quick but comprehensive assessment of command conditions as seen by unit personnel. A review of these parts will tell the commander whether the unit is functioning in a positive or a negative motivational state in general, and if there are particular areas of concern which require priority attention. Suggestions for analyzing and interpreting results are given in this manual (pp. 45-56) and in the LEAP Manual, NAVMC 2670, pp. 115-136.

The commander can also request a MAF breakdown for any criterion group, such as rank, ethnic group, educational level, age, time in unit).

The Standard Analysis, a Total Command and a Rank (E-5 and below vs. E-6 and above) breakdown, is considered most appropriate for the average command and is a good starting point for the first command survey. With this breakdown the commander can review questionnaire responses from the point of view of the entire command, and from the standpoint of senior and subordinate rank groups.

The commander can request breakdowns of up to three groups for each of the ten demographic categories in the questionnaire when ADP is used. If additional analysis is desired (e.g., MOS, duty station), Answer Forms can be sorted into appropriate groups prior to processing.

LEAP INTERACTION INVENTORY ADJUNCT NO. 1
CONTROL AND INFLUENCE

MOTIVATIONAL ANALYSIS FORM

PART I

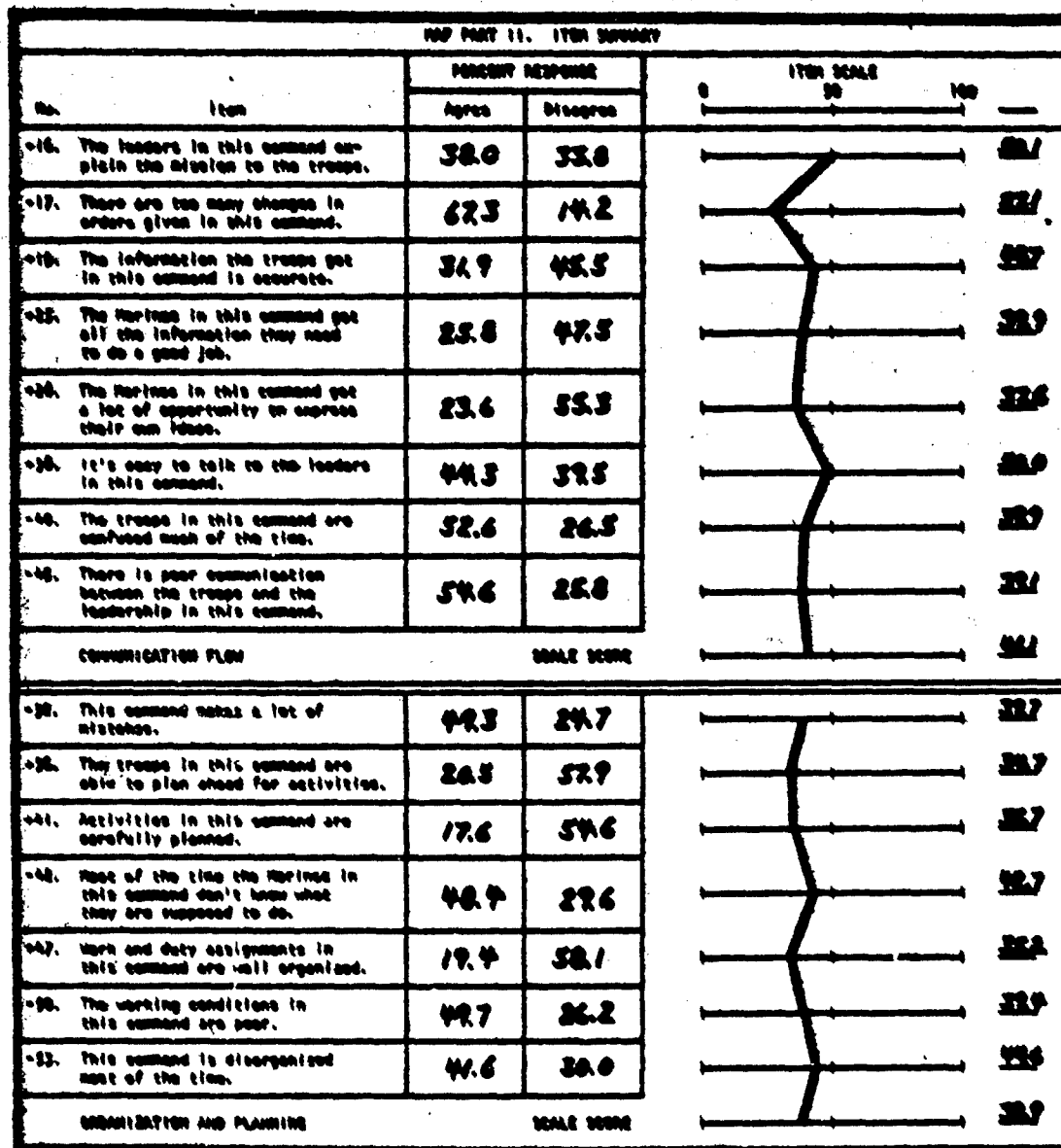
Scale Profile

Reporting Command: Sample Command Date of Survey: JUNE 1977
T/O: NA O/R: 1971 E/S: NA Date of Previous Survey: NA
Personnel Surveyed (No.): 1062 Turnover Ratio: NA

SCALE	PERCENTILE SCORE
1. Senior Proficiency	0 50 100 <u>47.2</u>
2. Senior Support	<u>40.8</u>
3. Communication Flow	<u>41.1</u>
4. Organisation & Planning	<u>38.9</u>
5. Recognition	<u>41.3</u>
6. Discipline	<u>51.3</u>
7. Motivational LQ	<u>43.4</u>

LEAP 507 100 500

NAF PART II. ITEM SUMMARY				
COMMAND PERCEPTIONS		PERCENT RESPONSE		ITEM SCORE 0 50 100
No.	Item	Agree	Disagree	
+11.	The Marines in this unit have confidence in the command.	29.2	42.3	39.6
+12.	The Staff NCO's are not respected by the troops in this command.	30.6	37.4	34.3
+13.	Decision making in this command is generally good.	30.6	36.0	34.9
+14.	The leaders in this command set a good example to follow.	32.0	41.2	36.7
+15.	The leaders in this command know their jobs.	44.7	21.5	32.9
+16.	The Marines in this command have confidence in the Staff NCO's.	31.2	41.8	36.1
+17.	This command lacks leadership.	42.0	32.1	36.3
+18.	The leaders of this command are confused.	30.0	36.2	33.3
+19.	The leaders in this command have good control over the troops.	31.7	41.9	36.5
+20.	The NCO's in this command don't know how to lead troops.	39.9	32.2	36.4
SENIOR PROFICIENCY		SCALE SCORE		32.2
+21.	The leaders in this command take an active interest in the troops.	26.2	43.1	35.9
+22.	The leaders don't encourage teamwork in this command.	22.6	46.4	34.0
+23.	The leaders in this command do not work with the troops.	40.8	36.2	38.7
+24.	The leaders in this command have a lot of respect for the troops.	25.0	45.6	34.8
+25.	Favoritism is shown toward some Marines in this command.	72.6	14.5	36.9
+26.	The leaders stick up for the Marines in this command.	34.2	39.7	36.3
+27.	The Staff NCO's make work interesting in this command.	12.1	57.0	35.3
+28.	The leaders in this command make the troops feel important.	15.1	58.5	31.7
+29.	The troops are treated like children in this command.	57.5	27.4	36.6
+30.	The Marines in this command get a lot of guidance from the Staff NCO's.	29.9	47.5	32.5
SENIOR SUPPORT		SCALE SCORE		32.0



NAF PART II. ITEM SUMMARY					
Item	Item	PERCENT RESPONSE		ITEM SCORE	0 50 100
		Agree	Disagree		
40.	The Marines in this command get rewarded for doing a good job.	38.1	48.5		44.8
41.	There is not enough recognition for doing a good job in this command.	53.8	26.4		38.6
44.	The Marines in this command get paid when they do a good job.	37.7	37.7		42.5
46.	There is no opportunity to advance in this command.	33.7	44.3		51.4
49.	Marines in this command are promoted by how well they do their job.	23.9	58.4		33.6
50.	The promotion system in this command is unfair.	57.0	20.1		33.9
RECOGNITION		SCALE SCORE			44.5
51.	Punishment is not equally administered in this command.	49.4	26.1		38.4
52.	Marines who break the rules in this command clearly know what will happen to them.	59.0	26.1		44.5
54.	This command sticks to Marine Corps standards of discipline.	34.5	35.3		38.6
55.	The Marines in this command understand why they are punished for committing an offense.	62.0	18.8		44.9
57.	This command needs more discipline.	44.8	31.3		42.9
DISCIPLINE		SCALE SCORE			44.3
SUPERVISORIAL PERCEPTIONS					
45.	Promotions in this command are based on leadership ability.	22.4	52.9		38.6
56.	Promotions in this command are based on technical ability.	17.9	58.3		32.7

PART III																																																																																																																																																																																												
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LEAP INTERACTION INVENTORY ADJUNCT NO. 2

WORK ENVIRONMENT

MOTIVATIONAL ANALYSIS FORM

PART I

Scale Profile

Reporting Command: Sample Command Date of Survey: June 1979
 T/O: NA O/H: 1071 E/S: NA Date of Previous Survey: NA
 Personnel Surveyed (No.): 1062 Turnover Ratio: NA

SCALE	PERCENTILE SCORE
1. Job Quality	0 50 100 <u>47.8</u>
a. Task Satisfaction	<u>45.2</u>
b. Task Significance	<u>50.3</u>
2. Functional Readiness	<u>56.8</u>
a. Command Training Readiness	<u>48.3</u>
b. Individual Training Readiness	<u>65.2</u>
3. Command Solidarity	<u>46.2</u>
4. Individual Development	<u>47.2</u>
5. Motivational LQ	<u>49.5</u>

LEAP 2007 June 1979

NAF PART 11. ITEM SUMMARY				
JOB QUALITY		PERCENT RESPONSE		ITEM SCORE 0 50 100
No.	Item	Agree	Disagree	
+11.	I enjoy my work in this command.	54.4	25.0	52.5
+12.	Being a member of this command makes me proud to be a Marine.	21.1	50.2	35.6
+13.	I am disappointed with my job in this command.	36.2	47.3	32.5
+14.	The Marines in this command are bored most of the time.	61.6	19.8	33.3
+15.	The Marines in this command hardly get an opportunity to learn anything.	31.6	42.8	41.8
+16.	My job in this command is boring.	37.8	40.9	40.5
+17.	I get a sense of satisfaction out of doing my job in this command.	48.6	31.0	53.7
+18.	Experience in this command makes me want to stay in the Marine Corps.	18.2	67.5	25.2
TASK SATISFACTION		SCALE SCORE		45.2
+12.	The troops have little influence over what goes on in this command.	65.7	20.0	32.8
+14.	In this command there is no opportunity for doing things on your own.	37.4	32.7	46.7
+17.	I get a lot of opportunity to use my own judgment in this command.	38.4	43.0	45.9
+20.	My job gives me many chances to show how well I can do things.	47.8	35.2	33.7
+22.	A lot of Marines in this command are affected by how well I do my job.	55.0	24.4	61.5
+27.	The Marines in this command are not encouraged to think and act for themselves.	48.5	31.2	44.4
+28.	I have a lot of responsibility in this command.	47.2	33.7	57.6
+30.	My job in this command is very important.	61.6	20.6	63.2
+33.	I can make a lot of important decisions in my job.	44.8	40.6	52.0
TASK SIGNIFICANCE		SCALE SCORE		52.5

MAP PART II. ITEM SUMMARY				
FUNCTIONAL READINESS		PERCENT RESPONSE		ITEM SCORE 0 50 100
No.	Item	Agree	Disagree	
-16.	More MOS training is needed in this command.	57.2	20.2	
-19.	This command is trained to accomplish its mission.	52.3	12.7	
-20.	MOS of the Marines in this command know their jobs.	52.6	22.5	
-20.	The troops in this command are not properly trained for their jobs.	32.0	44.7	
-31.	The Marines in this command need better training.	62.1	12.5	
COMMAND TRAINING READINESS		SCALE SCORE		52.3
-23.	I have a clear understanding of my job in this command.	67.2	13.1	
-33.	I am properly trained to function in my MOS.	65.2	21.5	
-37.	I am not properly trained for my job in this command.	25.0	56.9	
-39.	I feel competent in my job.	66.3	11.2	
INDIVIDUAL TRAINING READINESS		SCALE SCORE		62.2
-34.	The Marines in this command just look out for themselves.	46.4	30.1	
-35.	There is a big gap between the troops and the Staff MOS's in this command.	42.0	27.7	
-36.	The Marines work together as a team in this command.	32.1	32.4	
-40.	The quality of Marines in this command is low.	37.6	35.2	
-42.	There is a good working relationship among the Marines in this command.	45.7	25.3	
-43.	The leaders of this command don't trust the troops.	44.4	29.7	
-45.	The workload and details are equally shared by the Marines in this command.	27.0	51.0	
COMMAND SOLIDARITY		SCALE SCORE		32.2

MAP PART II: ITEM SUMMARY				
Item	Item	PERCENT RESPONSE		ITEM SCALE 0 50 100
		Agree	Disagree	
-41.	In this command + am learning a good skill.	36.7	46.9	32.6
-44.	The Marines in this command get a lot of opportunity for educational advancement.	28.3	45.9	32.9
-47.	The Marines in this command are not given enough time to see their career planners.	17.1	52.1	40.7
-48.	The experiences in this command will help me when I leave the Corps.	48.3	35.5	36.1
-50.	Marines in this command are not given enough time for educational development.	31.2	38.2	33.8
-51.	It's easy to get help for personal problems in this command.	37.7	40.7	36.9
-52.	I am not benefiting from my experiences in this command.	41.9	40.3	42.0
INDIVIDUAL DEVELOPMENT		SCALE SCORE		42.2
EXPERIMENTAL PERCEPTIONS				
-46.	Drug abuse is a big problem in this command.	49.0	28.3	38.2
-49.	Alcohol abuse is a big problem in this command.	51.1	26.1	38.9
-53.	Theft is a big problem in this command.	47.3	25.8	38.7
		Satisfied	Dissatisfied	
54.	Geographic Location			
55.	Pay and Benefits			
56.	Family Separation			
57.	Housing			
58.	Work Equipment			
59.	Unit Mission			
60.	Workload			
61.	Rules and Regulations			
62.	Time Off			
63.	Field Training			
64.	Personal Freedom			
65.	Other Marines in Unit			
66.	Additional Details			
67.	Unit Combat Readiness			
68.	Equal Opportunity			
69.	Unit Standards			

PART 100		Relative Frequency		Group(s): _____																																																																																																																																																																																							
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PART IV

Absolute Frequency

Group(s): _____

Command Perceptions

Job Quality

Task Satisfaction

Task Significance

	SA	A	N	D	SD
+11	82	70	107	88	98
+13	88	87	108	102	104
-13	84	78	86	88	97
-18	87	102	97	88	84
-21	87	108	104	88	88
-24	108	107	108	108	78
+28	61	107	107	108	83
+32	104	88	104	108	88

	SA	A	N	D	SD
-12	77	108	108	88	88
-14	77	107	108	108	88
+17	84	107	87	104	98
+20	78	107	87	108	88
+22	108	107	107	98	88
-27	68	108	108	108	88
+28	77	108	108	108	81
+30	104	88	97	87	98
+33	67	107	78	108	78

Functional Readiness

Command Training Readiness

Individual Training Readiness

	SA	A	N	D	SD
-16	108	107	108	98	108
+19	88	108	108	88	107
+25	88	107	108	98	97
-29	87	107	108	108	88
-31	108	108	104	88	108

	SA	A	N	D	SD
+23	108	88	78	87	108
+35	108	88	68	88	108
-37	88	88	97	108	108
+39	108	108	108	108	108

Command Solidarity

	SA	A	N	D	SD
-34	88	107	107	108	88
-36	88	88	78	88	108
+38	87	108	108	108	108
-40	67	108	107	108	108
+42	87	108	108	108	108
-43	88	108	108	108	108
+45	108	108	108	108	108

Individual Development

	SA	A	N	D	SD
+41	87	108	98	107	108
+44	88	108	108	108	108
-47	88	88	108	108	78
+48	88	108	88	108	108
-50	108	108	98	108	88
+51	88	108	108	108	88
-52	77	107	108	108	88

Experimental Perceptions

	SA	A	N	D	SD
-46	87	108	108	107	88
-49	108	108	108	108	88
-53	108	108	108	108	88

	VS	S	N	D	VS
54					
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Instructions for Manual Scoring of Survey Results

Manual scoring is a simple but time-consuming process. Normally, manual scoring is not recommended for groups of more than two hundred. The level of analysis is also limited by manual scoring. Generally, it is not feasible to score more than a Total Command profile, and possibly a comparison of two groups, such as E-5 and below versus E-6 and above.

The manual scoring procedure involves hand tabulation of responses from each Answer Form to produce total group frequencies and scale scores.

Step One. Absolute Frequency

Record the Absolute Frequency for the entire group in the proper spaces on MAF Part IV. This is accomplished by tabulating responses to every item from each Answer Form according to the five response categories (Strongly Agree, Agree, Neither Agree nor Disagree, Disagree, and Strongly Disagree). Multiple responses and "blanks" are recorded in a No Response category for each item. The No Response categories are not recorded on MAF Part IV but are used in calculating the Relative Frequency and Item Score.

Step Two. Relative Frequency

Record the Relative Frequency of response to each item in the proper space on MAF Part III. Calculate the Relative Frequency by dividing the number of actual responses to an item category (SA, A, N, D, SD) by the total number of responses tabulated for each item. The total number of responses is calculated for each item by subtracting the number tabulated in the No Response category for the item from the total number of Answer Forms in the sample. Relative Frequency is actually a percent response to each item category based on the total number of Marines who gave a response to the item.

Step Three. Percent Response

Record the Percent Response in the proper space on Part II, Item Summary, of the MAF. From MAF Part III, Relative Frequency, add the two Agree categories (Strongly Agree and Agree) and Disagree categories (Strongly Disagree and Disagree) for each item to calculate the combined percentages. The Neither Agree nor Disagree response category is not included in this part.

Step Four. Item Score

Record the Item Score on MAF Part II, Item Summary, in the spaces provided on the right-hand column of the form. Use the following formula to calculate Item Scores.

a. Item Raw Score. Using MAP Part IV, Absolute Frequency, multiply by the appropriate number and add to derive the Item Sum and calculate the Item Raw Score as follows:

	SA	A	N	D	SD	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Items Marked	x5	x4	x3	x2	x1	
Plus (+)	_____ + _____ + _____ + _____ + _____ = _____					Item Sum
	SA	A	N	D	SD	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Items Marked	x1	x2	x3	x4	x5	
Minus (-)	_____ + _____ + _____ + _____ + _____ = _____					Item Sum

Item Sum ÷ Number of Responses to Item = Item Raw Score

b. Item Score. To calculate the Item Score:

(Item Raw Score - 1) x 25 = Item Score.

c. Total Scale Score. To derive the Total Scale Score for each scale category add the individual scores which comprise each and divide by the total number of scales in each category.

Step Five. Scale Profile Percentile Scores

To record the Scale Profile Percentile Scores on MAF Part I, transfer the Total scores for each category from MAF Part II to the corresponding category of MAF Part I. For LEAP Interaction Inventory Adjunct No. 1, add the primary scale scores and divide by 6 to calculate the Motivational LQ. For LEAP Interaction Inventory Adjunct No. 2, add the subscale scores which comprise the Job Quality and the Functional Readiness scales and divide by 2 in each case to obtain the primary scale score. Add the primary scale scores and divide by 4 to derive the Motivational LQ.

If only MAF Part I Percentile Scores are desired, eliminate Steps Two and Three.

Instructions for Automatic Data Processing of Survey Results

The LEAP systems package for scoring Interaction Inventory results may be installed at installations where appropriate ADP equipment is available. The procedures for ADP scoring will be standard for all USMC installations. However, some variation in the steps outlined below may be necessary to accommodate local conditions.

Step One. Specify Analysis

The Automated Services Center (ASC) LEAP Request Form has been developed to facilitate requests for various types of analyses. Use the ASC LEAP Request Form as shown on page 43 to specify the type of analysis required. The commanding officer will indicate whether the Standard Analysis is desired and/or if other selected group(s) and types of analysis will be processed.

a. For the Standard Analysis program, simply fill in the box marked "Standard Analysis" on the ASC LEAP Request Form. The Standard Analysis will yield Total Command and Rank (E-5 and below versus E-6 and above) breakdowns for all parts of the MAF.

b. For selected analysis, fill in the appropriate boxes on the ASC LEAP Request Form to request both the group(s) to be analyzed and the extent of analyses desired. Up to three groups in any one category can be compared for one analysis when using the ASC LEAP Request Form.

For example, if a breakdown for all three rank groups listed on the ASC LEAP Request Form is desired, indicate by filling in all three boxes separately in the Rank category.

	E/5-	E/6-9	W-03
Rank:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Scores will be given for each rank group separately.

If a two-rank breakdown, to include all ranks, is desired, fill in the appropriate boxes, connecting those boxes for which the data will be combined.

Rank: E/5- E/6-9 W-03
 ☒ ☒

Scores will be given for members
E-5 and below and for E-6 and
above only.

If scores for only one or two of the three groups in
any category are desired, fill in the appropriate box(es).

Rank: E/5- E/6-9 W-03
 ☒ ☐ ☒

Scores for E-5 and below and
for officers only will be com-
puted, while E-6 through E-9
responses will be excluded.

Rank: E/5- E/6-9 W-03
 ☐ ☒ ☐

Only scores for E-6 through
E-9 will be reported.

c. Specify the type of analysis or the manner in which
scores for each category are to be reported on the Motiva-
tional Analysis Form (MAF).

In the example on page 43, scores will be computed for
the two separate Rank categories designated for MAF Part I
and Part II only. Scores will be computed for the two
Military Experience categories designated for MAF Part I
only. And, scores will be computed for the two Time in Unit
categories designated for MAF Parts II, III, and IV only.

The Standard Analysis is generally a good starting point
for the first command survey. A review of this data can iden-
tify particular concerns for which more specific analysis may
be pertinent. The ASC LEAP Request Form was designed to make
selection for analysis convenient.

Step Two. Key punch and Data Analysis

Submit the Interaction Inventory Answer Forms or key-
punched deck and ASC LEAP Request Form to the designated
processing officer for analysis. The data will be processed
and returned in printout form in the same format as the MAF.
Confidentiality will be maintained. The program does not
retain data and all material will be returned to the unit
commander.

AUTOMATED SERVICES CENTER LEAP REQUEST FORM										
Unit: _____		Date Requested: _____		Date Returned: _____		Inventory: _____				
STANDARD ANALYSIS		<input type="checkbox"/>		CATEGORY		MOTIVATIONAL ANALYSIS FORM				
ITEM NO.	GROUP					Part I Scale Profile	Part II Item Summary	Part III Relative Frequency	Part IV Absolute Frequency	
1.	Age	17-20	21-25	25+		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.	Sex	Male	Female			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3.	Educational Level	8yr-	9-11yr	12yr+		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4.	Marital Status & Location	M	S/Con	S/off		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5.	Rank	E/5-	E/6-9	W-03		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6.	Military Experience	1yr-	1-3yr	3yr+		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7.	Time in Unit	3m-	3m-1yr	1yr+		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8.	Career	Yes	No	Undec		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9.	EAS	1yr-	1-2yr	2yr+		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
10.	Ethnic	White	Black	Other		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
11.	Total Command					<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Notes:										

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INTERPRETATION AND APPLICATION OF SURVEY RESULTS

Scale Values

The item and scale scores calculated by the scoring procedure and recorded on the Motivational Analysis Form are based on an absolute standard for the individual command rather than a percentile norm based on a Marine Corps standard. The absolute standard produces the "actual" score value based on the percent responding to each possible choice for each item. Scores range from 0 to 100%. Zero represents the worst possible condition, and 100% represents the best possible condition for all item and scale scores. The 50th percentile on the absolute scale is the point below which the majority of respondents answered in a negative vein (responded negatively to a positively worded issue or positively to a negatively worded issue), and above which respondents answered in a positive manner. The difference between an absolute standard and a percentile norm is that the latter adjusts actual scores according to a total population sample mean and variance making the 50th percentile on the scale represent the mean score.

While absolute standard scores of 100% for each category is an ideal goal for Marine commanders, such a condition is practically impossible. The issues that emerged to produce the scales of the Interaction Inventory Adjunct Questionnaires represent critical concerns of a representative sample of Marines. The conditions reflect contemporary Marine Corps concerns that need to be resolved. Therefore, command scores necessarily may be low, especially for the first application when pertinent unit concerns are identified.

As an aid in interpreting individual unit scores, the scores for the Marine Corps sample on which the Adjunct Questionnaires were standardized are presented for each item and scale in the Motivational Analysis Form examples given on pages 25 to 36. Use these scores as a reference to judge unit results. However, in line with traditional Marine Corps standards, commanders should always strive for maximum scores.

Disparity Index

Analysis of unit survey data submitted since the implementation of the LEAP has revealed a very significant leadership dimension, viz., the Disparity Index (DI) (Affourtit,

1977d, 1979d, 1979f). DI scores, representing the scale score difference measured between pertinent groups within a command, such as rank groups (E-5 and below vs. E-6 and above) and ethnic/race groups (Minority vs. Majority), were found to be significant indicators of combat readiness. The DI provides a measure of unity within a command. Disparity within a unit between seniors and subordinates, for example, may be as important, if not more important, than total scale scores.

Any disparity that exists between groups can be identified by scoring groups separately. Two scores, representing the two groups, can be plotted on the Motivational Analysis Form for item and scale scores. If there is little disparity between groups within the command but low scores, Marines collectively recognize that conditions are not good, but they are bound by the fact all are involved together, and unit deficiencies can be improved through a combined effort.

If, however, wide disagreement exists between groups over conditions within the unit, then there is more dissension and less opportunity for a collective effort toward improvement. The commander's first task in this case is to get disparate groups to judge conditions from a common point of view.

A review of the LEAP Interaction Inventory results by unit members allows groups within the command to learn other points of view and thereby assists in closing the disparity gap. Allowing senior Marines or key staff personnel to complete the Interaction Inventory as they judge the unit as a whole will respond is another technique considered effective in understanding other unit Marines and in decreasing disparity between seniors and subordinates. Seniors who attempt this should not include their Answer Forms for processing. Rather, each Answer Form is retained by the individual. When total command results are produced, senior Marines are able to compare responses and measure the degree to which they actually know their personnel. Marines who have attempted this process have endorsed the exercise as a rewarding learning experience.

Perceptions versus Attitudes

While many behavioral scientists treat attitudes and perceptions as a singular concept, a distinction is made for the items of the LEAP Interaction Inventory to facilitate meaningful interpretation of results. A perception implies direct experience with the object or condition identified by an item statement. The perceptual statements in the Interaction Inventory are prefaced by or contain the phrase, "in this

command." A perceptual statement in this case is a description of an actual experience by members of a command about that command.

An attitude statement, on the other hand, may or may not involve direct experience. For example, a statement which contains "in the Marine Corps" or "in the military" is an expression of an attitude, unless, of course, the individual making the statement has experienced all aspects of the Marine Corps or the military respectively. If direct experience with an expressed event or object is not known, the statement should be considered an attitude.

Perceptual items given in the LEAP Interaction Inventory concern issues that are directly related to conditions in the command as viewed by unit members. Therefore, these conditions, for the most part, are the direct responsibility of the unit commander and can be influenced by taking action within the unit.

Subjective Reality

When dealing with the interpretation of perceptions, it is important to consider the accuracy of the perception. Any stated perception can either be a sound and accurate representation of an event or any variation thereof to the opposite extreme of being a complete distortion of reality. The accuracy with which a perception is expressed depends upon the internal motivational system of the individual and the degree of ambiguity of the experience perceived.

Since people experience events from different motivational standpoints and from various angles of experience, it is natural for people to see the same event differently. However, notwithstanding the accuracy of the perceptual experience, it is this subjective condition that drives the individual to action or inaction as the case may be. It is the subjective reality of the individual or group that motivates them to perform effectively or ineffectively.

For example, if a majority of Marines in a command perceive the promotion system to be unfair, they will perform as if command recognition for performance was not fair, even though promotions in the command, in fact, conform to Marine Corps standards.

It is not enough for the commander to realize that the troops are wrong or merely disagree with them in this case. In order to rectify the situation, the commander must modify the faulty perceptions of the unit by revealing the actual

conditions that lead to promotions and thereby diffuse the negative impact of inaccurate perceptions. If, however, the facts clearly reveal that bias has infiltrated the promotion system, and unit perceptions are accurate, it is necessary to modify unit promotion criteria to conform to Marine Corps guidelines.

The main point to consider is that the LEAP Interaction Inventory measures perceptions which represent the subjective reality of members towards conditions in the command. Right or wrong, these perceptions will motivate members towards various levels of performance. The evidence for this assumption is given in criterion validity estimates presented in Appendix H.

Survey Fatigue

Avoid survey fatigue. While three LEAP Interaction Inventory questionnaires are available for administration, it is strongly recommended that only one questionnaire be administered at a time. Errors in response are greatly increased by survey fatigue. A recent study of military personnel concluded that the maximum length of a questionnaire of this type should be between 80 and 90 items (Dalziel, Klemp, & Cullen, 1978). Beyond this juncture, error variance and rejection rates increase to unacceptable levels, and results are of dubious value.

One of the reasons for producing separate questionnaires is to avoid error variance due to survey fatigue and thereby to assure adequate representation of a survey group. LEAP survey instruments have a very stringent rejection criteria. Any combination of five "blanks" or multiple responses will eliminate an Answer Form from tabulation. The rejection rate for the initial Interaction Inventory during field use was less than 1% in 6,700 cases studied.

To limit the rejection rate, while at the same time covering a wide range of issues, Interaction Inventory questionnaires should be administered at different periods. If all three survey instruments are to be administered in one day, allow at least one-to-two-hour breaks between administrations.

Sample Size

A question often asked by commanders concerns the minimal size of a sample required to assure a valid profile of the command. However, size per se is not as important as representativeness of unit members. That is, there should be

proportional representation of all ranks, ethnic groups, educational levels, duty sections, etc., before conclusions drawn on the basis of results can be considered accurate. Obviously, if the 10% of a command that occupy the brig are not included in the survey, the command motivational profile will be somewhat distorted in a positive direction.

Since the LEAP was designed for the small unit, it should not be difficult to include most of the command in the survey. A representative sample of 90% is a good goal to aim for. The validity of a sample of less than 50% would be questionable. Remember, the entire command does not have to be surveyed at one time. Members may be surveyed at different periods, at their leisure, and at various locations. Moreover, duty sections and groups within a command may be segregated in order to develop separate subgroup profiles.

Comment Section

Space is provided on the reverse side of the Interaction Inventory Answer Forms for respondents to qualify responses given to any item statement and to make comments about any issue considered relevant to the command. Such comments should be encouraged, since they provide a quick overview of pertinent issues, support the interpretation of survey results, and offer additional insight into particular command concerns.

This section on the Answer Form can also be used by the commander to solicit comments and recommendations about any additional issue considered relevant to the unit.

Resurvey

The ideal time for a resurvey varies with the type of command, the turnover of personnel, the seriousness of a problem being tracked, and the nature of the action taken by the commander to change a situation. Since Interaction Inventory questionnaires are self-applied and self-scored or processed at local Automated Services Centers with minimal investment of time, commanders may administer a questionnaire as often as they feel necessary.

Normally, a survey conducted two or three times a year will provide unit commanders with substantial feedback material to keep abreast of unit conditions and to evaluate outcomes. However, if the turnover ratio within the unit is high, if the command is involved in a special situation or mission, if the immediate post-effects of a formal training program are desired, or if the results of an initial survey uncovered a volatile

situation which should be closely monitored, then proximate administration of questionnaires is justified.

The Interaction Inventory is not a test and there are no right or wrong answers, therefore, there is no danger of invalidating the instrument through multiple application.

Application Style

The information obtained from the survey can be addressed in any number of ways, depending on the commander's personal style of leadership. Commanders that have applied the program reported several approaches taken to deal with the issues assessed.

One infantry company commander posted the LEAP survey results in the squad bay for all members to review. He then held two meetings a month with officers and staff NCO's, the purpose of which was to deal with several of the more critical issues identified. This group brainstormed difficult issues, gathered facts to support or refute group perceptions, and developed several potential solutions.

Once a month the entire company gathered to consider the issues addressed by the staff NCO's and officers. Input from other members of the unit was solicited, evidence was displayed by the leadership, and recommended courses of action were presented by the company commander. In this case, troop involvement in correcting deficiencies was encouraged, but the leadership maintained control of the situation by preparing to confront the issues in advance of the command meeting.

Another infantry commander used the survey results to get a solid fix on a recently acquired company and to confirm some impressions he had formed about the unit. The commander balanced his own priorities against the collective priorities of the entire unit, as well as with those of several significant groups within the unit. This knowledge allowed him to make some adjustments in his own priorities and to periodically address an issue that was particularly critical to members of the unit. He could not change his priorities altogether, but he was able to deal with some high-impact concerns that had a very positive effect on troop morale while, at the same time, carry out his normally required duties.

An H&HS squadron commander prepared a formalized report of his unit's survey results. He grouped the data according to mission-oriented categories and priorities and listed the goals he expected to reach in each area along with the course of action considered necessary to reach each goal, and the

expected date by which each goal should be attained. The report contained visual aids used to brief unit members on the issues identified and the conditions required to meet unit goals. Progress toward each goal was monitored and a plan to resurvey the total command at a future date to evaluate the entire process was established.

After highlighting the most negatively perceived conditions on the motivational profile, an aviation maintenance officer gathered his section heads and directed them to deal with the issues down their respective chains of command and to exercise junior leaders (NCO's) in correcting the alleged discrepancies uncovered. He offered some general recommendations and requested informal feedback concerning the outcome of unit intervention. The officer periodically administered the LEAP throughout the year (three times) and kept track of the progress made in both motivational and performance areas. All of the indicators showed a significant improvement over the year.

Focusing on the most negative command issue shown on the motivational profile, a reserve unit commander discovered that most of the enlisted Marines believed that the promotion system within the command was discriminatory. Both minority and majority members, in fact, saw racial bias as a factor for advancement in rank.

Further investigation revealed that the troops considered time-in-grade as the criteria for promotion. They did not fully understand how the promotion system worked, and they could not calculate their composite scores. As a result, whenever a black or white Marine was promoted with less time in grade than another Marine of a different race, the group associated with the nonpromoted Marine surmised that discrimination was the reason.

The solution in this case involved a concentrated educational effort. Platoon commanders were directed to gather small groups of enlisted Marines, and with record books in hand, explain how the promotion system actually functioned and what each individual had to accomplish before a promotion could be awarded.

An engineer company commander directed his platoon leaders to administer the LEAP survey to their respective sections. Each officer was required to develop motivational profiles for several different groups (educational level, rank, ethnic) as an exercise in learning about the various Marines that comprised the unit.

At an informal officers call, the officers discussed their results from the standpoints of various groups within the command. The company commander felt that the exercise was not only beneficial in gaining insight about unit concerns and priorities, but was also a valuable lesson in understanding the perceptions of groups with various backgrounds.

Accordingly, the insight acquired from this exercise became a catalyst for positive and productive interaction and made the young officers less reluctant to approach the junior Marines in the unit. By being able to address pertinent matters on a one-to-one basis, the officers were able to communicate more intelligently and rationally with other unit members.

These are just a few of the possible ways to apply Interaction Inventory results. It is important to note that members who participate in a survey of this nature expect some return for their efforts, even if only a tacit acknowledgment of the results is given. Otherwise, the Marines may feel their efforts were futile and their judgments not considered important.

Personnel Turnover

Since LEAP techniques can be used as a feedback mechanism for evaluating the impact of decision making and policy changes, the value of survey results in commands with a high turnover of personnel has been a major concern of users.

When a commander identifies a problem area and takes corrective action to improve a condition, he/she is dealing with a system or organization comprised of individuals, not individuals apart from the organization. A policy, procedural, or structural change, such as decision to improve the communication flow in the unit, represents a modification of the system, independent of those members who will eventually leave or those who will join the command in the future.

If a system modification has a positive impact on the organization and its members, the outcome should be reflected in improved judgments of command conditions, higher motivational scores, and greater performance outcomes. If the positive change impacts on the total system, the incoming Marine will be affected as well as the Marine who has been a member of the unit for a long time. Even the most recent arrival develops an impression of how the organization operates during the first day of his tour when other, more experienced, members pass the "word" on the unit. In short,

if the organization becomes more effective as a result of a system change, the outcome can be measured regardless of personnel turnover.

It is possible, however, to reverse the focus in this case and study turnover as an intervening or external variable to be controlled, that is, as a condition that has an effect on organizational processes, such as communication flow, senior support, or unit solidarity.

High turnover will most likely have a negative impact on many motivational conditions unless something is done to counteract the situation. If the effects of personnel turbulence can be corrected through process or structural intervention in the command, the effect of the activity used can be evaluated or measured using the LEAP techniques. The next step would be to determine whether the process or activity that overcomes the negative aspects of turnover in one command works in other commands as well and, if so, communicate the solution to Marines in similar situations.

External Factors

There are many intervening conditions and external factors that are beyond the commander's direct control and that have an impact on unit motivation and performance. The geographic location of the unit, the deployment status, the unit mission and size, and even the composition may have a significant effect on the command.

However, while such external factors should be considered when assuming responsibility for a command, they must be viewed as challenges to be overcome rather than merely excuses for lower morale or poor performance. Notwithstanding the impact of these factors, there is always a range of performance from low to high under the worst of these conditions. In other words, these factors are not completely beyond the influence of the commander; the individual leader can make a difference. It is possible to identify problems associated with various external situations and avert, control, or diffuse the numerous challenges that confront every commander. The LEAP techniques are based on the principle that individual leaders can manage, at least to some degree, the effects of their environment.

Cross-Command Comparisons

The LEAP was designed as an internal management technique to be applied at designated levels only (company, battery,

squadron, ship's detachment, and Marine barracks). The process is decentralized and voluntary on the commander's part, and the results are strictly confidential to the unit commander. This approach was taken to avoid the complications and overcome the expense and other shortcomings of large-scale organizational development projects.

The primary concern of many potential users of the LEAP, however, is the possibility of eventual mandatory application of the program along with the usual required paperwork, and the use of unit results by senior commanders to judge leadership capability among subordinate commanders. There are several creditable reasons why any modification of the original intention of the program would be unsound.

First, LEAP Interaction Inventory scores are not comparable across commands because a number of factors that are unique to an individual command may influence scores. For instance, the size, location, effective strength, mission, deployment status, rank structure, educational level, etc., must all be considered as influencing factors between commands. Unless the statistical impact of these conditions are systematically calculated and controlled for, cross-command comparisons have no logical validity. Within command variation over time, however, can be assessed adequately, since the individual commanders can balance intervening factors against their own action to improve the motivation and performance of a unit.

Second, scores on the Interaction Inventory represent aggregates of several conditions and combinations of conditions considered motivational in that these conditions have a direct bearing on unit performance. Aggregate scores, however, are not weighted for degree of influence within each scale, and item scores may vary with each command. Moreover, total score comparisons are not statistically valid unless the sample size and degree of score variances are computed. That is, a motivational score difference between two commands of five points (LQ_m 50 vs. LQ_m 55) may represent a statistically significant difference, while a quantitative difference of ten points (LQ_m 45 vs. LQ_m 55) may be due to mere random variation, again depending on the size and composition of the comparison groups. As an internal measure of differences within the same command, however, score changes are appropriate and do have logical meaning.

Third, on a very practical level, mandatory application and cross-command comparisons of motivational scores are not feasible since the need for self-preservation among commanders may transcend any interest in scoring accuracy. Moreover, it is not difficult to "manage" the results and increase motivational scores by isolating some unit members from survey par-

ticipation and/or by convincing participants that a high degree of stated satisfaction would generate favorable rewards. The practice of mandatory LEAP application would render the entire process a questionable and futile exercise that would benefit no one.

Finally, concerning computer-based scoring of LEAP Interaction Inventory results at local Automated Services Centers, the data supplied by a unit commander is governed by the Privacy Act. The computer process does not allow for recording or storing unit data, and all input and output information must be returned directly to the unit commander for his/her retention or disposal.

The application of the LEAP, however, does not relinquish command responsibility from reporting up the chain of command significant conditions regardless of the method used to identify the situation. While the LEAP scores and individual results are confidential to the unit commander, vital information concerning the unit should be disseminated through proper channels in the appropriate manner.

Leadership and command capability in the Marine Corps has traditionally been judged by performance criteria. Such performance measures as UA rates, IG scores, reenlistment rates, administrative practices, tactical competence, equipment readiness, etc., are available to senior commanders for assessment of command effectiveness. Motivational measures are used only to identify the source or nature of performance deficiency or sufficiency and should be used as supporting evidence to confirm the commander's estimate, highlight areas of priority, or diagnose a condition that requires intervention. Used in this manner and as a voluntary and confidential command aid, the LEAP can be a viable and significant tool in the small unit commander's arsenal.

Command Representative Profiles

While the LEAP was designed as an aid to the small unit leader and results are confidential to the user unit, the question often asked is -- How can senior commanders benefit from the information gained without violating the intent of the program? The answer is simple. First, small unit commanders can make recommendations based on unit findings up the chain of command without disclosing unit scores. Second, company level commanders can anonymously supply their results to a data bank for inclusion in a division, wing, or group level profile.

The division level profile serves several purposes. As a representative sample, it can be used as a feedback mechanism for LEAP users by providing a division standard. The division level profile can be used by unit commanders as a rough estimate to judge their position and estimate similarities and differences with regard to problem areas discovered on a large scale. Unit priorities and objectives based on the highest possible level of achievement can also be established by individual commanders.

Furthermore, the division level report provides input to senior commanders, allowing them to deal with some of the problems that have an impact on company level performance, but that go beyond the small unit leader's realm of responsibility.

A data bank, supported voluntarily and anonymously, containing a representative sample of commands, could be used to analyze the effects of a variety of conditions, such as training requirements, personnel turnover, educational development, or training status. A number of conditions like these that influence combat readiness can be identified and addressed at an appropriate level without threat to the small unit commander.

Furthermore, the data bank could be used to study the effects of various solutions generated by Marine commanders and thereby function as a resource center for responding to direct inquiries and transmitting common solutions to common problems.

Profile reports have been prepared for two Marine divisions and a Marine barracks sample thus far using the initial Interaction Inventory. A complete explanation of the data bank system is contained in NAVMC 2670, Chapter 5.

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APPENDIX A

LEAP INTERACTION INVENTORY ADJUNCT NO. 1
CONTROL AND INFLUENCE

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THE LEADERSHIP EVALUATION AND ANALYSIS PROGRAM



LEAP INTERACTION INVENTORY ADJUNCT NO. 1 CONTROL AND INFLUENCE

The purpose of the LEAP Interaction Inventory is to allow Marines to express their perceptions about the positive and negative conditions that all Marines experience today. This questionnaire was developed to assist commands in understanding unit motivation and to help commanders improve unit combat effectiveness.

LEAP INTERACTION INVENTORY

INSTRUCTIONS

A. This is NOT a test. The questionnaire asks for your opinion about conditions as you see them. There are no standard "right" or "wrong" answers. What is right is whatever is right for you. A "correct" response is your description of exactly how you see conditions. It is recognized that people see things differently and that people have different opinions about certain issues. Therefore, you will not be judged in any way by your answers.

B. NO NAME and NO SOCIAL SECURITY NUMBER are required on the Inventory or Answer Form. This questionnaire requires anonymous replies. So feel free to express exactly how you feel about any issue. But think carefully and be honest in your reply. The best solutions to problems come from accurate and honest responses.

C. COMMAND. Statements which specifically state "in this command" refer to the COMPANY, BATTERY, or SQUADRON to which you are presently assigned. Think of your individual command when you respond to the questionnaire. If you are not assigned to such a command or if you do not know your command, the Administrator of this questionnaire will explain what is meant by COMMAND in your case.

D. ANSWER FORM. Use the LEAP Interaction Inventory Adjunct No. 1 Answer Form to record your responses. This Answer Form contains a series of numbers and letters which correspond to the possible answers given in the Inventory booklet. When you select an answer to a statement, find the corresponding number and letter on the Answer Form and completely fill in the box and letter you choose. Look at the example below:



If you make a mistake, erase the mark completely before entering a new one.

PART I. DEMOGRAPHIC DATA. Now begin with question Number 1 on your Answer Form and answer the following questions:

NO.

1. AGE. How old are you? If you are:

- a. 17 to 20 years old, mark the space 1. ☐ ^A ☐ ^B ☐ ^C ☐ ^D ☐ ^E
- b. 21 to 25 years old, mark the space 1. ☐ ^A ☐ ^B ☐ ^C ☐ ^D ☐ ^E
- c. 26 to 30 years old, mark the space 1. ☐ ^A ☐ ^B ☐ ^C ☐ ^D ☐ ^E
- d. 31 to 35 years old, mark the space 1. ☐ ^A ☐ ^B ☐ ^C ☐ ^D ☐ ^E
- e. Over 35 years old, mark the space 1. ☐ ^A ☐ ^B ☐ ^C ☐ ^D ☐ ^E

2. SEX. If you are:

- a. Male, mark the space 2. ☐ ^A ☐ ^B
- b. Female, mark the space 2. ☐ ^A ☐ ^B

3. EDUCATION. What is the highest grade in school you completed? If you completed (mark one):

- a. 8th grade or less, mark the space. 3. ☐ ^A ☐ ^B ☐ ^C ☐ ^D ☐ ^E
- b. 9th to 11th grade, mark the space. 3. ☐ ^A ☐ ^B ☐ ^C ☐ ^D ☐ ^E
- c. High school graduate, mark the space 3. ☐ ^A ☐ ^B ☐ ^C ☐ ^D ☐ ^E
- d. 1 to 3 years college, mark the space 3. ☐ ^A ☐ ^B ☐ ^C ☐ ^D ☐ ^E
- e. College graduate or above, mark the space 3. ☐ ^A ☐ ^B ☐ ^C ☐ ^D ☐ ^E

4. MARITAL STATUS AND LOCATION. What is your present status?
If you are (mark one):

- a. Not married and live on base,
mark the space 4. ☒ ^A ☐ B ☐ C ☐ D
- b. Not married and live off base,
mark the space 4. ☐ A ☒ ^B ☐ C ☐ D
- c. Married and live on base,
mark the space 4. ☐ A ☐ B ☒ ^C ☐ D
- d. Married and live off base,
mark the space 4. ☐ A ☐ B ☐ C ☒ ^D

5. RANK. What is your present rank (pay grade)?
If you are a (mark one):

- a. Private or PFC (E-1 or E-2),
mark the space 5. ☒ ^A ☐ B ☐ C ☐ D ☐ E
- b. Lance Corporal (E-3), mark
the space 5. ☐ A ☒ ^B ☐ C ☐ D ☐ E
- c. Corporal (E-4), mark the space . . 5. ☐ A ☐ B ☒ ^C ☐ D ☐ E
- d. Sergeant (E-5), mark the space . . 5. ☐ A ☐ B ☐ C ☒ ^D ☐ E
- e. Staff or Gunnery Sergeant (E-6
or E-7), mark the space 5. ☐ A ☐ B ☐ C ☐ D ☒ ^E
- f. First Sergeant, Master Sergeant,
Master Gunnery Sergeant, or
Sergeant Major (E-8 or E-9),
mark the space 5. ☒ ^F ☐ G ☐ H ☐ I
- g. Warrant Officer (W-1, W-2, W-3,
or W-4), mark the space 5. ☐ F ☒ ^G ☐ H ☐ I

h. Second or First Lieutenant (O-1 or O-2), mark the space 5. ☐ F ☐ G ☒ H ☐ I

i. Captain (O-3) or Major (O-4), mark the space 5. ☐ F ☐ G ☐ H ☒ I

6. MILITARY EXPERIENCE. How long have you been in active military service? If you were on active duty for (mark one):

a. Less than One (1) year, mark the space 6. ☒ A ☐ B ☐ C ☐ D ☐ E

b. One (1) to Two (2) years, mark the space 6. ☐ A ☒ B ☐ C ☐ D ☐ E

c. Two (2) to Three (3) years, mark the space 6. ☐ A ☐ B ☒ C ☐ D ☐ E

d. Three (3) to Four (4) years, mark the space 6. ☐ A ☐ B ☐ C ☒ D ☐ E

e. Four (4) to Six (6) years, mark the space 6. ☐ A ☐ B ☐ C ☐ D ☒ E

f. Six (6) to Ten (10) years, mark the space 6. ☒ F ☐ G ☐ H

g. Ten (10) to Fifteen (15) years, mark the space 6. ☐ F ☒ G ☐ H

h. Over Fifteen (15) years, mark the space 6. ☐ F ☐ G ☒ H

TIME IN PRESENT UNIT. How long have you been assigned to your present unit (company or equivalent)? If you were with this unit (mark one):

a. Less than Three (3) months, mark the space 7. ☒ A ☐ B ☐ C ☐ D ☐ E

- b. Three (3) months to One (1) year,
mark the space 7. ☐ A ☒ B ☐ C ☐ D ☐ E
- c. One (1) to Two (2) years,
mark the space 7. ☐ A ☐ B ☒ C ☐ D ☐ E
- d. Two (2) to Three (3) years,
mark the space 7. ☐ A ☐ B ☐ C ☒ D ☐ E
- e. Over Three (3) years,
mark the space 7. ☐ A ☐ B ☐ C ☐ D ☒ E

8. CAREER ORIENTATION. Do you intend to make the Marine Corps your career? If you (mark one):

- a. Decided yes to make the Marine Corps your career, mark the space 8. ☒ A ☐ B ☐ C
- b. Decided not to make the Marine Corps your career, mark the space 8. ☐ A ☒ B ☐ C
- c. Undecided whether or not to make the Marine Corps your career, mark the space 8. ☐ A ☐ B ☒ C

9. END OF ACTIVE SERVICE (EAS) DATE. When does your present enlistment contract terminate? If your EAS date is (mark one):

- a. Less than One (1) year,
mark the space 9. ☒ A ☐ B ☐ C ☐ D
- b. One (1) to Two (2) years from now, mark the space 9. ☐ A ☒ B ☐ C ☐ D
- c. Two (2) to Four (4) years from now, mark the space 9. ☐ A ☐ B ☒ C ☐ D
- d. More than Four (4) years from now, mark the space 9. ☐ A ☐ B ☐ C ☒ D

10. ETHNIC GROUP. What ethnic group(s) do you feel you belong to? If you decide you belong to more than one ethnic category, then mark those groups which best identify you. If you are:

- a. White American, mark the space . 10. ^A ☐ ☒ ☐ ☐ ☐
- b. Black American, mark the space . 10. ^B ☒ ☐ ☐ ☐ ☐
- c. Puerto Rican, mark the space . . 10. ^C ☒ ☐ ☐ ☐ ☐
- d. Mexican American, mark the space 10. ^D ☒ ☐ ☐ ☐ ☐
- e. Spanish American, mark the space 10. ^E ☒ ☐ ☐ ☐ ☐
- f. Cuban, mark the space 10. ^F ☒ ☐ ☐ ☐ ☐
- g. American Indian, mark the space . 10. ^G ☒ ☐ ☐ ☐ ☐
- h. Chinese American, mark the space 10. ^H ☒ ☐ ☐ ☐ ☐
- i. Filipino, mark the space 10. ^I ☒ ☐ ☐ ☐ ☐
- j. Japanese, mark the space 10. ^J ☒ ☐ ☐ ☐ ☐
- k. Korean, mark the space 10. ^K ☒ ☐ ☐ ☐ ☐
- l. Eskimo, mark the space 10. ^L ☒ ☐ ☐ ☐ ☐
- m. Asian American, mark the space . 10. ^M ☒ ☐ ☐ ☐ ☐
- n. Aleutian, mark the space 10. ^N ☒ ☐ ☐ ☐ ☐
- o. Other, mark the space 10. ^O ☒ ☐ ☐ ☐ ☐
- p. None or unknown, mark the space . 10. ^P ☒

RESPONSE TO STATEMENTS

The remaining part of the Inventory contains statements about your command (company, battery, or squadron). Read each statement carefully and decide how you feel about the statement. Take your time in responding. There is no time limit, and there are no trick questions, only direct statements. Some of the items may seem similar, but this is only an attempt to assess different degrees of the same issue. If you have difficulty understanding or reading the statements, ask the Inventory Administrator for assistance. Answer each statement in the following manner. If you:

STRONGLY AGREE with the statement,
mark the space

A		B	C	D	E
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

AGREE with the statement, mark the
space

	A	B	C	D	E
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

NEITHER AGREE NOR DISAGREE with
the statement, mark the space . .

		A	B	C	D	E
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

DISAGREE with the statement, mark
the space

				A	B	C	D	E
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

STRONGLY DISAGREE with the state-
ment, mark the space

					A	B	C	D	E
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Fill in only one box for each statement. Be sure the number on the Answer Form corresponds to the statement number. If you make a mistake or change your answer, ERASE COMPLETELY the previous mark.

In order to cover as much information as possible, the statements which follow are stated in general terms and require only the several possible answer choices given. If you desire to explain further or qualify any of your answers, please use the Comment Section on the reverse side of your Answer Form for this purpose.

NOW BEGIN WITH STATEMENT NUMBER 11 ON THE ANSWER FORM.

PART II. COMMAND PERCEPTIONS. Statements 11 through 58 are about the conditions and concerns in your command as you see them. Please respond to all the statements. Regardless of how long you have been assigned to this command, you have an opinion which is useful to the commander.

NO.	STATEMENT	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
11.	The Marines in this unit have confidence in the command.	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E
12.	The leaders in this command take an active interest in the troops.	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E
13.	The Staff NCO's are not respected by the troops in this command.	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E
14.	Decision making in this command is generally good.	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E
15.	The leaders don't encourage teamwork in this command.	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E
16.	The leaders in this command explain the mission to the troops.	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E
17.	There are too many changes in orders given in this command.	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E
18.	The leaders in this command set a good example to follow.	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E
19.	The information the troops get in this command is accurate.	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E
20.	The leaders in this command know their jobs.	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E
21.	The leaders in this command do not work with the troops.	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E
22.	The Marines in this command have confidence in the Staff NCO's.	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E
23.	The leaders in this command have a lot of respect for the troops.	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E

NO.	STATEMENT	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
24.	This command lacks leadership.	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E
25.	The Marines in this command get all the information they need to do a good job.	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E
26.	Favoritism is shown toward some Marines in this command.	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E
27.	The leaders stick up for the Marines in this command.	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E
28.	The Marines in this command get a lot of opportunity to express their own ideas.	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E
29.	The leaders of this command are confused.	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E
30.	The Staff NCO's make work interesting in this command.	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E
31.	The leaders in this command make the troops feel important.	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E
32.	This command makes a lot of mistakes.	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E
33.	The leaders in this command have good control over the troops.	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E
34.	The troops are treated like children in this command.	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E
35.	The Marines in this command get a lot of guidance from the Staff NCO's.	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E
36.	The troops in this command are able to plan ahead for activities.	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E
37.	The NCO's in this command don't know how to lead troops.	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E

NO.	STATEMENT	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
38.	It's easy to talk to the leaders of this command.	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E
39.	The Marines in this command get rewarded for doing a good job.	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E
40.	The troops in this command are confused much of the time.	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E
41.	Activities in this command are carefully planned.	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E
42.	Most of the time the Marines in this command don't know what they are supposed to do.	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E
43.	There is not enough recognition for doing a good job in this command.	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E
44.	The Marines in this command get told when they do a good job.	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E
45.	There is poor communication between the troops and the leadership in this command.	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E
46.	There is no opportunity to advance in this command.	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E
47.	Work and duty assignments in this command are well organized.	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E
48.	Punishment is not equally administered in this command.	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E
49.	Promotions in this command are based on leadership ability.	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E
50.	The working conditions in this command are poor.	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E
51.	Marines in this command are promoted by how well they do their job.	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E

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NO.	STATEMENT	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
52.	Marines who break the rules in this command clearly know what will happen to them.	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E
53.	This command is disorganized most of the time.	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E
54.	This command sticks to Marine Corps standards of discipline.	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E
55.	Promotions in this command are based on technical ability.	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E
56.	The Marines in this command understand why they are punished for committing an offense.	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E
57.	This command needs more discipline.	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E
58.	The promotion system in this command is unfair.	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E

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APPENDIX B

LEAP INTERACTION INVENTORY ADJUNCT NO. 1
MANUAL/KEYPUNCH ANSWER FORM

LEAP INTERACTION INVENTORY ADJUNCT NO. 1
CONTROL AND INFLUENCE
Manual/Keypunch Answer Form

Part I Demographic Data

Date: _____

- | | |
|--|---|
| 1. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 6. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 2. <input type="checkbox"/> <input type="checkbox"/> | 7. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 3. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 8. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 4. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 9. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 5. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 10. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

Part II Command Perceptions

- | | | | |
|---|---|---|---|
| 11. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 26. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 41. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 56. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 12. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 27. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 42. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 57. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 13. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 28. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 43. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 58. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 14. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 29. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 44. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | |
| 15. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 30. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 45. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | |
| 16. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 31. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 46. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | |
| 17. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 32. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 47. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | |
| 18. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 33. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 48. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | |
| 19. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 34. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 49. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | |
| 20. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 35. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 50. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | |
| 21. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 36. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 51. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | |
| 22. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 37. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 52. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | |
| 23. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 38. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 53. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | |
| 24. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 39. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 54. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | |
| 25. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 40. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 55. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | |

Use the reverse side of this Answer Form to make comments about any item in the questionnaire or any other issue of importance to your unit.

LEAP FORM June 1979

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COMMENT SECTION

Additional comments about any of the statements in this questionnaire or any other Marine Corps issue considered important to your command are welcomed. Suggestions for solutions or corrective actions to improve conditions are also desirable here. If your comment pertains to a particular item in the questionnaire, indicate the number of the item.

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- | | | | | | | | | | | |
|----|---|---|---|---|---|---|---|---|---|---|
| 1. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 2. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 3. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 4. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 5. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |

Item No.

Comment

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APPENDIX C

LEAP INTERACTION INVENTORY ADJUNCT NO. 1
MOTIVATIONAL ANALYSIS FORM (MAF)

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LEAP INTERACTION INVENTORY ADJUNCT NO. 1

CONTROL AND INFLUENCE

MOTIVATIONAL ANALYSIS FORM

PART I

Scale Profile

Reporting Command: _____ Date of Survey: _____

T/O: _____ O/H: _____ E/S: _____ Date of Previous Survey: _____

Personnel Surveyed (No.): _____ Turnover Ratio: _____

SCALE	PERCENTILE SCORE
	0 50 100
1. Senior Proficiency	_____
2. Senior Support	_____
3. Communication Flow	_____
4. Organization & Planning . .	_____
5. Recognition	_____
6. Discipline	_____
7. Motivational LQ	_____

LEAP MAF June 1979

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NAF PART II. ITEM SUMMARY					
COMMAND PERCEPTIONS		PERCENT RESPONSE		ITEM SCORE	
No.	Item	Agree	Disagree	0	50 100
+11.	The Marines in this unit have confidence in the command.				
-13.	The Staff NCO's are not respected by the troops in this command.				
+14.	Decision making in this command is generally good.				
+18.	The leaders in this command set a good example to follow.				
+20.	The leaders in this command know their jobs.				
+22.	The Marines in this command have confidence in the Staff NCO's.				
-24.	This command lacks leadership.				
-29.	The leaders of this command are confused.				
+33.	The leaders in this command have good control over the troops.				
-37.	The NCO's in this command don't know how to lead troops.				
SENIOR PROFICIENCY		SCALE SCORE			
+12.	The leaders in this command take an active interest in the troops.				
-15.	The leaders don't encourage teamwork in this command.				
-21.	The leaders in this command do not work with the troops.				
+23.	The leaders in this command have a lot of respect for the troops.				
+26.	Favoritism is shown toward some Marines in this command.				
+27.	The leaders stick up for the Marines in this command.				
+30.	The Staff NCO's make work interesting in this command.				
+31.	The leaders in this command make the troops feel important.				
-34.	The troops are treated like children in this command.				
+35.	The Marines in this command get a lot of guidance from the Staff NCO's.				
SENIOR SUPPORT		SCALE SCORE			

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NAF PART II. ITEM SUMMARY				
No.	Item	PERCENT RESPONSE		ITEM SCALE 0 50 100
		Agree	Disagree	
+16.	The leaders in this command explain the mission to the troops.			
-17.	There are too many changes in orders given in this command.			
+19.	The information the troops get in this command is accurate.			
+25.	The Marines in this command get all the information they need to do a good job.			
+28.	The Marines in this command get a lot of opportunity to express their own ideas.			
+38.	It's easy to talk to the leaders in this command.			
-40.	The troops in this command are confused much of the time.			
-45.	There is poor communication between the troops and the leadership in this command.			
COMMUNICATION FLOW		SCALE SCORE		
-32.	This command makes a lot of mistakes.			
+36.	The troops in this command are able to plan ahead for activities.			
+41.	Activities in this command are carefully planned.			
-42.	Most of the time the Marines in this command don't know what they are supposed to do.			
+47.	Work and duty assignments in this command are well organized.			
-50.	The working conditions in this command are poor.			
-53.	This command is disorganized most of the time.			
ORGANIZATION AND PLANNING		SCALE SCORE		

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MAF PART II. ITEM SUMMARY				
No.	Item	PERCENT RESPONSE		ITEM SCORE 0 50 100
		Agree	Disagree	
+39.	The Marines in this command get rewarded for doing a good job.			
-43.	There is not enough recognition for doing a good job in this command.			
+44.	The Marines in this command get told when they do a good job.			
-46.	There is no opportunity to advance in this command.			
+51.	Marines in this command are promoted by how well they do their job.			
-58.	The promotion system in this command is unfair.			
RECOGNITION		SCALE SCORE		
-48.	Punishment is not equally administered in this command.			
+52.	Marines who break the rules in this command clearly know what will happen to them.			
+54.	This command sticks to Marine Corps standards of discipline.			
+56.	The Marines in this command understand why they are punished for committing an offense.			
-57.	This command needs more discipline.			
DISCIPLINE		SCALE SCORE		
EXPERIMENTAL PERCEPTIONS				
49.	Promotions in this command are based on leadership ability.			
55.	Promotions in this command are based on technical ability.			

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PART III																	
Relative Frequency			Group(s): _____														
Command Perceptions																	
Senior Proficiency		Senior Support		Communication Flow													
	SA	A	N	D	SD		SA	A	N	D	SD		SA	A	N	D	SD
+11						+12						+16					
-13						-15						-17					
+14						-21						+19					
+18						+23						+25					
+20						-26						+28					
+22						+27						+38					
-24						+30						-40					
-29						+31						-45					
+33						-34											
-37						+35											
Organization and Planning		Recognition		Discipline													
	SA	A	N	D	SD		SA	A	N	D	SD		SA	A	N	D	SD
-32						+39						-48					
+36						-43						+52					
+41						+44						+54					
-42						-46						+56					
+47						+51						-57					
-50						-58											
-53																	
Experimental Perceptions																	
	SA	A	N	D	SD		SA	A	N	D	SD						
49																	
55																	

PART IV																																																																																																																																																																																			
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APPENDIX D
LEAP INTERACTION INVENTORY ADJUNCT NO. 2
WORK ENVIRONMENT

THE LEADERSHIP EVALUATION AND ANALYSIS PROGRAM



LEAP INTERACTION INVENTORY ADJUNCT NO. 2
WORK ENVIRONMENT

The purpose of the LEAP Interaction Inventory is to allow Marines to express their perceptions about the positive and negative conditions that all Marines experience today. This questionnaire was developed to assist commands in understanding unit motivation and to help commanders improve unit combat effectiveness.

LEAP II June 1979

LEAP INTERACTION INVENTORY

INSTRUCTIONS

A. This is NOT a test. The questionnaire asks for your opinion about conditions as you see them. There are no standard "right" or "wrong" answers. What is right is whatever is right for you. A "correct" response is your description of exactly how you see conditions. It is recognized that people see things differently and that people have different opinions about certain issues. Therefore, you will not be judged in any way by your answers.

B. NO NAME and NO SOCIAL SECURITY NUMBER are required on the Inventory or Answer Form. This questionnaire requires anonymous replies. So feel free to express exactly how you feel about any issue. But think carefully and be honest in your reply. The best solutions to problems come from accurate and honest responses.

C. COMMAND. Statements which specifically state "in this command" refer to the COMPANY, BATTERY, or SQUADRON to which you are presently assigned. Think of your individual command when you respond to the questionnaire. If you are not assigned to such a command or if you do not know your command, the Administrator of this questionnaire will explain what is meant by COMMAND in your case.

D. ANSWER FORM. Use the LEAP Interaction Inventory Adjunct No. 1 Answer Form to record your responses. This Answer Form contains a series of numbers and letters which correspond to the possible answers given in the Inventory booklet. When you select an answer to a statement, find the corresponding number and letter on the Answer Form and completely fill in the box and letter you choose. Look at the example below:



RIGHT



WRONG



WRONG

If you make a mistake, erase the mark completely before entering a new one.

PART I. DEMOGRAPHIC DATA. Now begin with question Number 1 on your Answer Form and answer the following questions:

NO.

1. AGE. How old are you? If you are:

- a. 17 to 20 years old, mark the space 1. ☐ ^A ☐ ^B ☐ ^C ☐ ^D ☐ ^E
- b. 21 to 25 years old, mark the space 1. ☐ ^A ☐ ^B ☐ ^C ☐ ^D ☐ ^E
- c. 26 to 30 years old, mark the space 1. ☐ ^A ☐ ^B ☐ ^C ☐ ^D ☐ ^E
- d. 31 to 35 years old, mark the space 1. ☐ ^A ☐ ^B ☐ ^C ☐ ^D ☐ ^E
- e. Over 35 years old, mark the space 1. ☐ ^A ☐ ^B ☐ ^C ☐ ^D ☐ ^E

2. SEX. If you are:

- a. Male, mark the space 2. ☐ ^A ☐ ^B
- b. Female, mark the space 2. ☐ ^A ☐ ^B

3. EDUCATION. What is the highest grade in school you completed? If you completed (mark one):

- a. 8th grade or less, mark the space. 3. ☐ ^A ☐ ^B ☐ ^C ☐ ^D ☐ ^E
- b. 9th to 11th grade, mark the space. 3. ☐ ^A ☐ ^B ☐ ^C ☐ ^D ☐ ^E
- c. High school graduate, mark the space 3. ☐ ^A ☐ ^B ☐ ^C ☐ ^D ☐ ^E
- d. 1 to 3 years college, mark the space 3. ☐ ^A ☐ ^B ☐ ^C ☐ ^D ☐ ^E
- e. College graduate or above, mark the space 3. ☐ ^A ☐ ^B ☐ ^C ☐ ^D ☐ ^E

4. MARITAL STATUS AND LOCATION. What is your present status?
If you are (mark one):

- a. Not married and live on base,
mark the space 4. ☒ ^A ☐ ^B ☐ ^C ☐ ^D
- b. Not married and live off base,
mark the space 4. ☐ ^A ☒ ^B ☐ ^C ☐ ^D
- c. Married and live on base,
mark the space 4. ☐ ^A ☐ ^B ☒ ^C ☐ ^D
- d. Married and live off base,
mark the space 4. ☐ ^A ☐ ^B ☐ ^C ☒ ^D

5. RANK. What is your present rank (pay grade)?
If you are a (mark one):

- a. Private or PFC (E-1 or E-2),
mark the space 5. ☒ ^A ☐ ^B ☐ ^C ☐ ^D ☐ ^E
- b. Lance Corporal (E-3), mark
the space 5. ☐ ^A ☒ ^B ☐ ^C ☐ ^D ☐ ^E
- c. Corporal (E-4), mark the space . . 5. ☐ ^A ☐ ^B ☒ ^C ☐ ^D ☐ ^E
- d. Sergeant (E-5), mark the space . . 5. ☐ ^A ☐ ^B ☐ ^C ☒ ^D ☐ ^E
- e. Staff or Gunnery Sergeant (E-6
or E-7), mark the space 5. ☐ ^A ☐ ^B ☐ ^C ☐ ^D ☒ ^E
- f. First Sergeant, Master Sergeant,
Master Gunnery Sergeant, or
Sergeant Major (E-8 or E-9),
mark the space 5. ☒ ^F ☐ ^G ☐ ^H ☐ ^I
- g. Warrant Officer (W-1, W-2, W-3,
or W-4), mark the space 5. ☐ ^F ☒ ^G ☐ ^H ☐ ^I

h. Second or First Lieutenant (O-1 or O-2), mark the space 5. ☐F ☐G ☒H ☐I

i. Captain (O-3) or Major (O-4), mark the space 5. ☐F ☐G ☐H ☒I

6. MILITARY EXPERIENCE. How long have you been in active military service? If you were on active duty for (mark one):

a. Less than One (1) year, mark the space 6. ☒A ☐B ☐C ☐D ☐E

b. One (1) to Two (2) years, mark the space 6. ☐A ☒B ☐C ☐D ☐E

c. Two (2) to Three (3) years, mark the space 6. ☐A ☐B ☒C ☐D ☐E

d. Three (3) to Four (4) years, mark the space 6. ☐A ☐B ☐C ☒D ☐E

e. Four (4) to Six (6) years, mark the space 6. ☐A ☐B ☐C ☐D ☒F

f. Six (6) to Ten (10) years, mark the space 6. ☒F ☐G ☐H

g. Ten (10) to Fifteen (15) years, mark the space 6. ☐F ☒G ☐H

h. Over Fifteen (15) years, mark the space 6. ☐F ☐G ☒H

7. TIME IN PRESENT UNIT. How long have you been assigned to your present unit (company or equivalent)? If you were with this unit (mark one):

a. Less than Three (3) months, mark the space 7. ☒A ☐B ☐C ☐D ☐E

b. Three (3) months to One (1) year,
mark the space 7. ☐ A ☒ B ☐ C ☐ D ☐ E

c. One (1) to Two (2) years,
mark the space 7. ☐ A ☐ B ☒ C ☐ D ☐ E

d. Two (2) to Three (3) years,
mark the space 7. ☐ A ☐ B ☐ C ☒ D ☐ E

e. Over Three (3) years,
mark the space 7. ☐ A ☐ B ☐ C ☐ D ☒ E

8. CAREER ORIENTATION. Do you intend to make the Marine Corps
your career? If you (mark one):

a. Decided yes to make the Marine
Corps your career, mark the space 8. ☒ A ☐ B ☐ C

b. Decided not to make the Marine
Corps your career, mark the space 8. ☐ A ☒ B ☐ C

c. Undecided whether or not to make
the Marine Corps your career,
mark the space 8. ☐ A ☐ B ☒ C

9. END OF ACTIVE SERVICE (EAS) DATE. When does your present
enlistment contract terminate? If your EAS date is (mark
one):

a. Less than One (1) year,
mark the space 9. ☒ A ☐ B ☐ C ☐ D

b. One (1) to Two (2) years from
now, mark the space 9. ☐ A ☒ B ☐ C ☐ D

c. Two (2) to Four (4) years from
now, mark the space 9. ☐ A ☐ B ☒ C ☐ D

d. More than Four (4) years from
now, mark the space 9. ☐ A ☐ B ☐ C ☒ D

10. ETHNIC GROUP. What ethnic group(s) do you feel you belong to? If you decide you belong to more than one ethnic category, then mark those groups which best identify you. If you are:

- a. White American, mark the space . 10. ☒ ^A ☐ B ☐ C ☐ D ☐ E
- b. Black American, mark the space . 10. ☐ A ☒ ^B ☐ C ☐ D ☐ E
- c. Puerto Rican, mark the space . . 10. ☐ A ☐ B ☒ ^C ☐ D ☐ E
- d. Mexican American, mark the space 10. ☐ A ☐ B ☐ C ☒ ^D ☐ E
- e. Spanish American, mark the space 10. ☐ A ☐ B ☐ C ☐ D ☒ ^E
- f. Cuban, mark the space 10. ☒ ^F ☐ G ☐ H ☐ I ☐ J
- g. American Indian, mark the space . 10. ☐ F ☒ ^G ☐ H ☐ I ☐ J
- h. Chinese American, mark the space 10. ☐ F ☐ G ☒ ^H ☐ I ☐ J
- i. Filipino, mark the space 10. ☐ F ☐ G ☐ H ☒ ^I ☐ J
- j. Japanese, mark the space 10. ☐ F ☐ G ☐ H ☐ I ☒ ^J
- k. Korean, mark the space 10. ☒ ^K ☐ L ☐ M ☐ N ☐ O
- l. Eskimo, mark the space 10. ☐ K ☒ ^L ☐ M ☐ N ☐ O
- m. Asian American, mark the space . 10. ☐ K ☐ L ☒ ^M ☐ N ☐ O
- n. Aleutian, mark the space 10. ☐ K ☐ L ☐ M ☒ ^N ☐ O
- o. Other, mark the space 10. ☐ K ☐ L ☐ M ☐ N ☒ ^O
- p. None or unknown, mark the space . 10. ☒ ^P

RESPONSE TO STATEMENTS

The remaining part of the Inventory contains statements about your command (company, battery, or squadron). Read each statement carefully and decide how you feel about the statement. Take your time in responding. There is no time limit, and there are no trick questions, only direct statements. Some of the items may seem similar, but this is only an attempt to assess different degrees of the same issue. If you have difficulty understanding or reading the statements, ask the Inventory Administrator for assistance. Answer each statement in the following manner. If you:

STRONGLY AGREE with the statement,
mark the space

A				
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

AGREE with the statement, mark the
space

	B			
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

NEITHER AGREE NOR DISAGREE with
the statement, mark the space . .

		C		
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

DISAGREE with the statement, mark
the space

			D	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

STRONGLY DISAGREE with the state-
ment, mark the space

				E
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Fill in only one box for each statement. Be sure the number on the Answer Form corresponds to the statement number. If you make a mistake or change your answer, ERASE COMPLETELY the previous mark.

In order to cover as much information as possible, the statements which follow are stated in general terms and require only the several possible answer choices given. If you desire to explain further or qualify any of your answers, please use the Comment Section on the reverse side of your Answer Form for this purpose.

NOW BEGIN WITH STATEMENT NUMBER 11 ON THE ANSWER FORM.

PART II. COMMAND PERCEPTIONS. Statements 11 through 53 are about the conditions and concerns in your command as you see them. Please respond to all the statements. Regardless of how long you have been assigned to this command, you have an opinion which is useful to the commander.

NO.	STATEMENT	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
11.	I enjoy my work in this command.	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E
12.	The troops have little influence over what goes on in this command.	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E
13.	Being a member of this command makes me proud to be a Marine.	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E
14.	In this command there is no opportunity for doing things on your own.	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E
15.	I am disappointed with my job in this command.	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E
16.	More MOS training is needed in this command.	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E
17.	I get a lot of opportunity to use my own judgment in this command.	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E
18.	The Marines in this command are bored most of the time.	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E
19.	This command is trained to accomplish its mission.	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E
20.	My job gives me many chances to show how well I can do things.	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E
21.	The Marines in this command hardly get an opportunity to learn anything.	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E
22.	A lot of Marines in this command are affected by how well I do my job.	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E

NO.	STATEMENT	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
23.	I have a clear understanding of my job in this command.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E
24.	My job in this command is boring.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E
25.	Most of the Marines in this command know their jobs.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E
26.	I get a sense of satisfaction out of doing my job in this command.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E
27.	The Marines in this command are not encouraged to think and act for themselves.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E
28.	I have a lot of responsibility in this command.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E
29.	The troops in this command are not properly trained for their jobs.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E
30.	My job in this command is very important.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E
31.	The Marines in this command need better training.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E
32.	Experience in this command makes me want to stay in the Marine Corps.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E
33.	I can make a lot of important decisions in my job.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E
34.	The Marines in this command just look out for themselves.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E
35.	I am properly trained to function in my MOS.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E
36.	There is a big gap between the troops and the Staff NCO's in this command.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E

NO.	STATEMENT	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
37.	I am not properly trained for my job in this command.	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E
38.	The Marines work together as a team in this command.	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E
39.	I feel competent in my job.	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E
40.	The quality of Marines in this command is low.	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E
41.	In this command I am learning a good skill.	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E
42.	There is a good working relationship among the Marines in this command.	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E
43.	The leaders in this command don't trust the troops.	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E
44.	The Marines in this command get a lot of opportunity for educational advancement.	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E
45.	The workload and details are equally shared by the Marines in this command.	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E
46.	Drug abuse is a big problem in this command.	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E
47.	The Marines in this command are not given enough time to see their career planners.	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E
48.	The experience in this command will help me when I leave the Corps.	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E
49.	Alcohol abuse is a big problem in this command.	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E
50.	Marines in this command are not given enough time for educational development.	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E

NO.	STATEMENT	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
51.	It's easy to get help for personal problems in this command.	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E
52.	I am not benefiting from my experience in this command.	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E
53.	Theft is a big problem in this command.	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E

PART III. EXPERIMENTAL PERCEPTIONS. Listed below are a number of conditions that may influence your performance in the command. Indicate the degree of satisfaction you have for each condition by marking the Answer Form according to the scale values below:

Very Satisfied	Satisfied	Neutral	Dissatisfied	Very Dissatisfied
<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E

- | | |
|---------------------------|---------------------------|
| 54. Geographic Location | 62. Time Off |
| 55. Pay and Benefits | 63. Field Training |
| 56. Family Separation | 64. Personal Freedom |
| 57. Housing | 65. Other Marines in Unit |
| 58. Work Equipment | 66. Additional Details |
| 59. Unit Mission | 67. Unit Combat Readiness |
| 60. Workload | 68. Equal Opportunity |
| 61. Rules and Regulations | 69. Unit Standards |

Use the reverse side of this Answer Form to write, in your own words, additional information about conditions in your command you feel are important.

APPENDIX E

**LEAP INTERACTION INVENTORY ADJUNCT NO. 2
MANUAL/KEYPUNCH ANSWER FORM**

LEAP INTERACTION INVENTORY ADJUNCT NO. 2
WORK ENVIRONMENT
Manual/Keypunch Answer Form

Part I Demographic Data

1. ☐ ☐ ☐ ☐ ☐ ☐
2. ☐ ☐
3. ☐ ☐ ☐ ☐ ☐
4. ☐ ☐ ☐ ☐
5. ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐
6. ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐
7. ☐ ☐ ☐ ☐ ☐
8. ☐ ☐ ☐
9. ☐ ☐ ☐ ☐
10. ☐

Part III Experimental Perceptions

- | | |
|---|---|
| 54. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 62. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 55. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 63. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 56. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 64. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 57. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 65. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 58. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 66. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 59. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 67. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 60. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 68. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 61. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 69. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

Date: _____

Part II Command Perceptions

- | | | | |
|---|---|---|---|
| 11. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 21. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 31. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 41. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 12. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 22. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 32. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 42. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 13. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 23. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 33. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 43. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 14. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 24. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 34. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 44. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 15. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 25. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 35. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 45. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 16. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 26. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 36. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 46. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 17. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 27. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 37. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 47. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 18. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 28. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 38. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 48. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 19. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 29. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 39. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 49. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 20. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 30. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 40. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 50. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

Use the reverse side of this Answer Form to make comments about any item in the questionnaire or any other issue of importance to your unit.

51. ☐ ☐ ☐ ☐ ☐ ☐
52. ☐ ☐ ☐ ☐ ☐ ☐
53. ☐ ☐ ☐ ☐ ☐ ☐

COMMENT SECTION

Additional comments about any of the statements in this questionnaire or any other Marine Corps issue considered important to your command are welcomed. Suggestions for solutions or corrective actions to improve conditions are also desirable here. If your comment pertains to a particular item in the questionnaire, indicate the number of the item.

For Official Use Only

- | | | | | | | | | | | |
|----|---|---|---|---|---|---|---|---|---|---|
| 1. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 2. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 3. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 4. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 5. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |

Item No.

Comment

APPENDIX F

LEAP INTERACTION INVENTORY ADJUNCT NO. 2
MOTIVATIONAL ANALYSIS FORM (MAF)

LEAP INTERACTION INVENTORY ADJUNCT NO. 2

WORK ENVIRONMENT

MOTIVATIONAL ANALYSIS FORM

PART I

Scale Profile

Reporting Command: _____ Date of Survey: _____

T/O: _____ O/H: _____ E/S: _____ Date of Previous Survey: _____

Personnel Surveyed (No.): _____ Turnover Ratio: _____

SCALE	PERCENTILE SCORE
1. Job Quality	0 50 100 ----- ----- -----
a. Task Satisfaction . . .	----- ----- -----
b. Task Significance . . .	----- ----- -----
2. Functional Readiness . . .	----- ----- -----
a. Command Training Readiness	----- ----- -----
b. Individual Training Readiness	----- ----- -----
3. Command Solidarity	----- ----- -----
4. Individual Development . .	----- ----- -----
5. Motivational LQ	----- ----- -----

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MAF PART 11. ITEM SUMMARY				
JOB QUALITY		PERCENT RESPONSE		ITEM SCORE
No.	Item	Agree	Disagree	0 50 100
+11.	I enjoy my work in this command.			_____
+13.	Being a member of this command makes me proud to be a Marine.			_____
-15.	I am disappointed with my job in this command.			_____
-18.	The Marines in this command are bored most of the time.			_____
-21.	The Marines in this command hardly get an opportunity to learn anything.			_____
-24.	My job in this command is boring.			_____
+26.	I get a sense of satisfaction out of doing my job in this command.			_____
+32.	Experience in this command makes me want to stay in the Marine Corps.			_____
TASK SATISFACTION		SCALE SCORE		_____
-12.	The troops have little influence over what goes on in this command.			_____
-14.	In this command there is no opportunity for doing things on your own.			_____
+17.	I get a lot of opportunity to use my own judgment in this command.			_____
+20.	My job gives me many chances to show how well I can do things.			_____
+22.	A lot of Marines in this command are affected by how well I do my job.			_____
-27.	The Marines in this command are not encouraged to think and act for themselves.			_____
+28.	I have a lot of responsibility in this command.			_____
+30.	My job in this command is very important.			_____
+33.	I can make a lot of important decisions in my job.			_____
TASK SIGNIFICANCE		SCALE SCORE		_____

NAF PART 11. ITEM SUMMARY				
FUNCTIONAL READINESS		PERCENT RESPONSE		ITEM SCORE
No.	Item	Agree	Disagree	0 50 100
-16.	More MOS training is needed in this command.			
+19.	This command is trained to accomplish its mission.			
+25.	Most of the Marines in this command know their jobs.			
-29.	The troops in this command are not properly trained for their jobs.			
-31.	The Marines in this command need better training.			
COMMAND TRAINING READINESS		SCALE SCORE		
+23.	I have a clear understanding of my job in this command.			
+35.	I am properly trained to function in my MOS.			
-37.	I am not properly trained for my job in this command.			
+39.	I feel competent in my job.			
INDIVIDUAL TRAINING READINESS		SCALE SCORE		
-34.	The Marines in this command just look out for themselves.			
-36.	There is a big gap between the troops and the Staff NCO's in this command.			
+38.	The Marines work together as a team in this command.			
-40.	The quality of Marines in this command is low.			
+42.	There is a good working relationship among the Marines in this command.			
-43.	The leaders of this command don't trust the troops.			
+46.	The workload and details are equally shared by the Marines in this command.			
COMMAND SOLIDARITY		SCALE SCORE		

NAF PART 11. ITEM SUMMARY				
No.	Item	PERCENT RESPONSE		ITEM SCALE 0 50 100
		Agree	Disagree	
+41.	In this command I am learning a good skill.			
+44.	The Marines in this command get a lot of opportunity for educational advancement.			
-47.	The Marines in this command are not given enough time to see their career planners.			
+48.	The experience in this command will help me when I leave the Corps.			
-50.	Marines in this command are not given enough time for educational development.			
+51.	It's easy to get help for personal problems in this command.			
-52.	I am not benefiting from my experience in this command.			
INDIVIDUAL DEVELOPMENT		SCALE SCORE		
EXPERIMENTAL PERCEPTIONS				
-46.	Drug abuse is a big problem in this command.			
-49.	Alcohol abuse is a big problem in this command.			
-53.	Theft is a big problem in this command.			
		Satisfied	Dissatisfied	
54.	Geographic Location			
55.	Pay and Benefits			
56.	Family Separation			
57.	Housing			
58.	Work Equipment			
59.	Unit Mission			
60.	Workload			
61.	Rules and Regulations			
62.	Time Off			
63.	Field Training			
64.	Personal Freedom			
65.	Other Marines in Unit			
66.	Additional Details			
67.	Unit Combat Readiness			
68.	Equal Opportunity			
69.	Unit Standards			

PART III																							
Relative Frequency					Group(s): _____																		
Command Perceptions																							
Job Quality					Functional Readiness																		
Task Satisfaction		Task Significance			Command Training Readiness		Individual Training Readiness																
	SA	A	N	D	SD		SA	A	N	D	SD		SA	A	N	D	SD		SA	A	N	D	SD
+11						-12						-16						+23					
+13						-14						+19						+35					
-15						+17						+25						-37					
-18						+20						-29						+39					
-21						+22						-31											
-24						-27																	
+26						+28																	
+32						+30																	
						+33																	

Command Solidarity										Experimental Perceptions									
	SA	A	N	D	SD		SA	A	N	D	SD		VS	S	N	D	VO		
-34						-46						54							
-36						-49						55							
+38						-51						56							
-40												57							
+42												58							
-43												59							
+45												60							
												61							
												62							
												63							
												64							
												65							
												66							
												67							
												68							
												69							

Individual Development									
	SA	A	N	D	SD				
+41									
+44									
-47									
+48									
-50									
+51									
-52									

Group(s): _____

	VS	S	N	D	VO
54					
55					
56					
57					
58					
59					
60					
61					
62					
63					
64					
65					
66					
67					
68					
69					

APPENDIX G
AUTOMATED SERVICES CENTER LEAP REQUEST FORM

AUTOMATED SERVICES CENTER LEAP REQUEST FORM										
Unit: _____		Date Requested: _____		Date Returned: _____		Inventory: _____				
STANDARD ANALYSIS		CATEGORY		MOTIVATIONAL ANALYSIS FORM						
ITEM NO.	GROUP			Part I Scale Profile	Part II Item Summary	Part III Relative Frequency	Part IV Absolute Frequency			
1.	Age	17-20	21-25 25+	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
2.	Sex	Male	Female	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
3.	Educational Level	8yr-	9-11yr 12yr+	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
4.	Marital Status & Location	M	S/on S/off	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
5.	Rank	E/5-	E/6-9 M-03	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
6.	Military Experience	1yr-	1-3yr 3yr+	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
7.	Time in Unit	3m-	3m-1yr 1yr+	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
8.	Career	Yes	No Undec	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
9.	EAS	1yr-	1-2yr 2yr+	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
10.	Ethnic	White	Black Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
11.	Total Command			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
Notes:										

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APPENDIX H
VALIDITY AND RELIABILITY ESTIMATES

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Table H.1
Marine Corps Sample Population
N = 1062

Category	Percent	Category	Percent
<u>Age:</u>		<u>Education:</u>	
17-20	41.3	8 yrs or less	1.2
21-25	44.9	9 through 11 yrs	16.6
26-30	7.9	12 yrs	64.5
31-35	3.2	13 through 15 yrs	11.4
over 35	2.7	16 or more yrs	6.3
<u>Rank:</u>		<u>Military Experience:</u>	
Officer	6.5	Less than 1 yr	11.6
Enlisted	93.5	1 to 2 yrs	25.4
E1-E2	20.8	2 to 3 yrs	26.0
E3	34.0	3 to 4 yrs	17.4
E4	21.3	4 to 6 yrs	7.1
E5	9.8	6 to 10 yrs	5.3
E6-E7	6.4	10 to 15 yrs	3.9
E8-E9	1.2	over 15 yrs	3.3
<u>Ethnic Group:</u>		<u>Career Intention:</u>	
Black	14.1	Yes	14.5
White	71.7	No	55.9
Other	14.2	Undecided	29.6
<u>Sex:</u>			
Male	97.3		
Female	2.7		

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Table H.2

Factor Loadings, Item Scale Correlations,
and Criterion Measures for
LEAP Interaction Inventory Adjunct No. 1 Items

No.	Item	Factor Loading	Item Scale Correlation	Criterion Measures ^a			
				Reenlist	Drug	Alcohol	Theft
<u>Senior Proficiency</u>							
+11.	The Marines in this unit have confidence in the command.	.80	.71	**	-	-	*
-13.	The Staff NCO's are not respected by the troops in this command.	.55	.49	-	**	**	**
+14.	Decision making in this command is generally good.	.64	.58	**	-	*	-
+18.	The leaders in this command set a good example to follow.	.71	.64	**	*	-	*
+20.	The leaders in this command know their jobs.	.64	.58	**	-	-	-
+22.	The Marines in this command have confidence in the Staff NCO's.	.67	.57	**	*	*	*
-24.	This command lacks leadership.	.68	.63	**	*	**	**
-29.	The leaders of this command are confused.	.65	.58	**	*	-	*
+33.	The leaders in this command have good control over the troops.	.71	.60	**	**	-	*
-37.	The NCO's in this command don't know how to lead troops.	.43	.34	-	*	*	**

Table H.2 (cont'd)

No.	Item	Factor Loading	Item Scale Correlation	Criterion Measures ^a			
				Reenlist	Drug	Alcohol	Theft
<u>Senior Support</u>							
+12.	The leaders in this command take an active interest in the troops.	.77	.68	**	-	*	-
-15.	The leaders don't encourage teamwork in this command.	.63	.48	**	-	*	-
-21.	The leaders in this command do not work with the troops.	.66	.64	**	*	**	-
+23.	The leaders in this command have a lot of respect for the troops.	.82	.73	**	**	**	*
-26.	Favoritism is shown toward some Marines in this command.	.57	.52	**	-	**	-
+27.	The leaders stick up for the Marines in this command.	.71	.62	**	-	-	-
+30.	The Staff NCO's make work interesting in this command.	.54	.49	**	*	**	-
+31.	The leaders in this command make the troops feel important.	.74	.66	**	*	**	**
-34.	The troops are treated like children in this command.	.64	.60	**	**	**	**
+35.	The Marines in this command get a lot of guidance from the Staff NCO's.	.53	.50	**	**	**	**

Table H. 2 (cont'd)

No.	Item	Factor Loading	Item Scale Correlation	Criterion Measures ^a			
				Reenlist	Drug	Alcohol	Theft
<u>Communication Flow</u>							
+16.	The leaders in this command explain the mission to the troops.	.59	.54	-	-	-	-
-17.	There are too many changes in orders given in this command.	.57	.48	**	*	**	**
+19.	The information the troops get in this command is accurate.	.60	.41	**	-	-	*
+25.	The Marines in this command get all the information they need to do a good job.	.68	.59	*	**	-	*
+28.	The Marines in this command get a lot of opportunity to express their own ideas.	.83	.60	**	-	-	-
+38.	It's easy to talk to the leaders in this command.	.65	.59	**	**	*	**
-40.	The troops in this command are confused much of the time.	.69	.60	**	**	**	**
-45.	There is poor communication between the troops and the leadership in this command.	.69	.61	-	-	-	-
<u>Organization & Planning</u>							
-32.	This command makes a lot of mistakes.	.76	.65	**	*	*	**

Table H. 2 (cont'd)

No.	Item	Factor Loading	Item Scale Correlation	Criterion Measures ^a			
				Reenlist	Drug	Alcohol	Theft
+36.	The troops in this command are able to plan ahead for activities.	.63	.56	**	*	*	-
+41.	Activities in this command are carefully planned.	.73	.60	**	*	-	*
-42.	Most of the time the Marines in this command don't know what they are supposed to do.	.63	.59	**	**	*	**
+47.	Work and duty assignments in this command are well organized.	.59	.53	**	**	**	*
-50.	The working conditions in this command are poor.	.51	.57	**	-	-	**
-53.	This command is disorganized most of the time.	.78	.65	**	**	**	**
<u>Recognition</u>							
+39.	The Marines in this command get rewarded for doing a good job.	.69	.52	**	-	-	-
-43.	There is not enough recognition for doing a good job in this command.	.71	.60	**	-	*	-
+44.	The Marines in this command get told when they do a good job.	.78	.65	**	-	-	-
-46.	There is no opportunity to advance in this command.	.57	.53	**	-	-	-

Table H.2 (cont'd)

No.	Item	Factor Loading	Item Scale Correlation	Criterion Measures ^a			
				Reenlist	Drug	Alcohol	Theft
+51.	Marines in this command are promoted by how well they do their job.	.80	.65	**	-	-	-
-58.	The promotion system in this command is unfair.	.55	.59	**	-	-	*
<u>Discipline</u>							
-48.	Punishment is not equally administered in this command.	.46	.35	**	*	**	**
+52.	Marines who break the rules in this command clearly know what will happen to them.	.59	.49	-	-	-	-
+54.	This command sticks to Marine Corps standards of discipline.	.80	.53	*	*	-	-
+56.	The Marines in this command understand why they are punished for committing an offense.	.72	.43	**	-	-	-
-57.	This command needs more discipline.	.39	.49	*	*	-	*

^aCriterion measures denote significance for differences between reenlistment (Reenlist) groups Yes vs. No, and high and low Drug and Alcohol abuse and Theft groups. All measures are in the predicted direction.

* $p < .01$

** $p < .001$

Table H.3
Factor Loadings, Item Scale Correlations,
and Criterion Measures for
LEAP Interaction Inventory Adjunct No. 2 Items

No.	Item	Factor Loading	Item Scale Correlation	Criterion Measures ^a			
				Reenlist	Drug	Alcohol	Theft
<u>Task Satisfaction</u>							
+11.	I enjoy my work in this command.	.67	.60	**	**	-	*
+13.	Being a member of this command makes me proud to be a Marine.	.75	.67	**	-	-	*
-15.	I am disappointed with my job in this command.	.70	.64	**	-	-	-
-18.	The Marines in this command are bored most of the time.	.52	.46	**	**	**	**
-21.	The Marines in this command hardly get an opportunity to learn anything.	.51	.47	**	-	*	**
-24.	My job in this command is boring.	.67	.63	**	-	-	-
+26.	I get a sense of satisfaction out of doing my job in this command.	.77	.70	**	*	*	-
+32.	Experience in this command makes me want to stay in the Marine Corps.	.67	.61	**	*	-	*
<u>Task Significance</u>							
-12.	The troops have little influence over what goes on in this command.	.53	.50	**	-	-	-

Table H.3 (cont'd)

No.	Item	Factor Loading	Item Scale Correlation	Criterion Measures ^a			
				Reenlist	Drug	Alcohol	Theft
-14.	In this command there is no opportunity for doing things on your own.	.62	.55	**	-	-	-
+17.	I get a lot of opportunity to use my own judgment in this command.	.78	.71	**	-	-	-
+20.	My job gives me many chances to show how well I can do things.	.70	.64	**	-	-	-
+22.	A lot of Marines in this command are affected by how well I do my job.	.56	.46	**	-	-	-
-27.	The Marines in this command are not encouraged to think and act for themselves.	.54	.50	**	-	-	-
+28.	I have a lot of responsibility in this command.	.65	.55	**	-	-	-
+30.	My job in this command is very important.	.59	.60	**	-	-	-
+33.	I can make a lot of important decisions in my job.	.68	.57	**	-	-	-
<u>Command Training Readiness</u>							
-16.	More MOS training is needed in this command.	.67	.56	*	-	-	-
+19.	This command is trained to accomplish its mission.	.48	.45	-	*	-	*

Table H.3 (cont'd)

No.	Item	Factor Loading	Item Scale Correlation	Criterion Measures ^a			
				Reenlist	Drug	Alcohol	Theft
+25.	Most of the Marines in this command know their jobs.	.58	.46	-	-	-	-
-29.	The troops in this command are not properly trained for their jobs.	.63	.55	-	-	-	-
-31.	The Marines in this command need better training.	.63	.57	-	-	*	-
<u>Individual Training Readiness</u>							
+23.	I have a clear understanding of my job in this command.	.57	.46	-	-	-	-
+35.	I am properly trained to function in my MOS.	.74	.58	-	-	-	-
-37.	I am not properly trained for my job in this command.	.63	.52	**	-	-	-
+39.	I feel competent in my job.	.52	.40	-	-	-	-
<u>Command Solidarity</u>							
-34.	The Marines in this command just look out for themselves.	.70	.62	**	*	**	*
-36.	There is a big gap between the troops and the Staff NCO's in this command.	.50	.46	*	*	**	-
+38.	The Marines in this command together as a team in this command.	.68	.60	-	**	**	**

Table H.3 (cont'd)

No.	Item	Factor Loading	Item Scale Correlation	Criterion Measures ^a			
				Reenlist	Drug	Alcohol	Theft
-40.	The quality of Marines in this command is low.	.58	.52	-	**	**	**
+42.	There is a good working relationship among the Marines in this command.	.69	.60	**	**	**	**
-43.	The leaders of this command don't trust the troops.	.54	.50	**	-	**	*
+45.	The workload and details are equally shared by the Marines in this command.	.47	.44	-	**	*	*
<u>Individual Development</u>							
+41.	In this command I am learning a good skill.	.85	.54	**	-	-	**
+44.	The Marines in this command get a lot of opportunity for educational advancement.	.76	.63	**	-	-	-
-47.	The Marines in this command are not given enough time to see their career planners.	.54	.46	**	-	-	*
+48.	The experience in this command will help me when I leave the Corps.	.64	.55	**	-	-	-
-50.	Marines in this command are not given enough time for educational development.	.71	.58	**	-	-	-
+51.	It's easy to get help for personal problems in this command.	.72	.51	**	-	-	-

Table H.3 (cont'd)

No.	Item	Factor Loading	Item Scale Correlation	Criterion Measures ^a			
				Reenlist	Drug	Alcohol	Theft
-52.	I am not benefiting from my experience in this command.	.65	.59	**	-	-	-

^aCriterion measures denote significance for differences between reenlistment (Reenlist) groups Yes vs. No, and high and low Drug and Alcohol abuse and Theft groups. All measures are in the predicted direction.

* $p < .01$

** $p < .001$

Table H.4

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Factor Loading Range
and Percent of Variance for
LEAP Interaction Inventory Adjunct No. 1 Scales

Scale	Factor Loading Range	Percent of Variance
Senior Proficiency	.43 - .80	100.0
Senior Support	.53 - .82	100.0
Communication Flow	.57 - .83	100.0
Organization and Planning	.51 - .78	100.0
Recognition	.55 - .80	100.0
Discipline	.39 - .80	88.5

Table H.5

Factor Loading Range
and Percent of Variance for
LEAP Interaction Inventory Adjunct No. 2 Scales

Scale	Factor Loading Range	Percent of Variance
Job Quality		
Task Satisfaction	.51 - .77	86.9
Task Significance	.53 - .78	83.1
Functional Readiness		
Command Training Readiness	.48 - .67	100.0
Individual Training Readiness	.52 - .74	100.0
Command Solidarity	.47 - .70	100.0
Individual Development	.54 - .85	100.0

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Table H.6

Coefficients of Reliability for
LEAP Interaction Inventory Adjunct No. 1 Scales

Scale	No. of Items	Coefficient Alpha
Senior Proficiency	10	.85
Senior Support	10	.82
Communication Flow	8	.83
Organization and Planning	7	.81
Recognition	6	.83
Discipline	5	.74

Table H.7

Coefficients of Reliability for
LEAP Interaction Inventory Adjunct No. 2 Scales

Scale	No. of Items	Coefficient Alpha
Job Quality	17	.90
Task Satisfaction	8	.86
Task Significance	9	.83
Functional Readiness	9	.77
Command Training Readiness	5	.78
Individual Training Readiness	4	.70
Command Solidarity	7	.81
Individual Development	7	.79

Table H.8

Criterion Measures for
LEAP Interaction Inventory Adjunct No. 1 Scales

Scale	Criterion Measures ^a			
	Reenlist	Drug	Alcohol	Theft
Senior Proficiency	**	*	*	*
Senior Support	**	*	**	*
Communication Flow	**	*	*	*
Organization and Planning	**	*	*	**
Recognition	**	-	-	-
Discipline	*	-	-	-

Table H.9

Criterion Measures for
LEAP Interaction Inventory Adjunct No. 2 Scales

Scale	Criterion Measures ^a			
	Reenlist	Drug	Alcohol	Theft
Job Quality	**	-	-	-
Task Satisfaction	**	-	-	-
Task Significance	**	-	-	-
Functional Readiness	-	-	-	-
Command Training Readiness	-	-	-	-
Individual Training Readiness	-	-	-	-
Command Solidarity	*	**	**	*
Individual Development	**	-	-	-

^aCriterion measures denote significance for differences between reenlistment (Reenlist) groups Yes vs. No, and high and low Drug and Alcohol abuse and Theft groups. All measures are in the predicted direction.

* $p < .01$

** $p < .001$